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VOLUME LVII., No. 14.  
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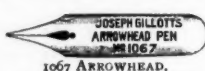
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVII.

For the Week Ending October 22.

No. 14

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## Summary of Educational Progress.

By E. W. POWELL, Clinton, N. Y.

If we trace the history of education, we find it to be an evolution from first to last, of both ideas and method. Summing these up to the end of the nineteenth century, we find the stages of development to have been somewhat as follows:

(1) The three lines of human evolution, out of the original primitive family, were state, church, and school,—all of which have been independent, interactive, and co-helpful. Not one of these has failed at times of assuming control of the others; in turn, becoming itself subject.

(2) Education must begin with the beginning of existence; therefore, the mother precedes the school; and the school precedes the church and the state. The school is therefore relatively most important in social evolution. It also follows that mothers should be educated by the state to educate the unborn.

(3) School work should be adjusted to the requirements of both church and state; that is, to make honorable citizens and right children of God. The end of education is, (a) personal character, (b) family unity, (c) wise citizenship, (d) philanthropic sentiment, (e) piety. Any education that fails to cover this gamut of duties, or stops short of piety, fails of being true education. In other words, that human being is not truly educated who is not educated in these five-fold subdivisions.

(4) Education at all times, both at home and at school, should be applied at the plastic points in the human organism, and its functioning; that is, at the brain, at the hands, and at the vocal cords; and this should be done with a degree of equal care.

(5) Education should begin with the consideration of objects nearest at hand—those with which the child has most immediate concern; and from these should move outwardly to the more remote. There is one exception to this rule, that the study of history (that is, the history of life, and especially human life) should begin at its sources, and move onward with the years and periods.

(6) Study should follow natural lines; and so be rendered attractive. We mean by this that if there were not schools or formal methods of instruction, the child would naturally find interest and entertainment, as well as instruction, in certain lines of investigation. It follows that

(7) Education should consider the individuality of both the teacher and the taught; avoiding inflexibility of method. It is quite as important that the teacher should be free in choice of subject and method as that the scholar should be free; in other words, it is all important that the teacher should be allowed to develop

and work out his individuality; and also the pupil.

(8) Educational subjects fall under a two-fold classification—the humanistic and the naturalistic; and both of these classes are equally important. The tendency of naturalistic studies is to concentrate attention, and of the humanistic to broaden the sympathies.

(9) Studies should be correlated for two purposes: (a) for the sake of unity among themselves; (b) to create symmetry of character and balance of power.

The evolution of the school system has been said to measure the progress of mankind; because what the school makes of the young, society must accept for its mature purposes. The school, like the state, and like the church, is not only a product of evolution, but involves evolution. It only approximates the perfect ideal.

## Habit and Education.

There is an inherent tendency in our organism to repeat what it has done before. Education is the process of making impressions on the vital system that ought to be repeated, or that are, for our profit, mentally, morally, and physically, if repeated. This aspect of education is termed training; it is so well known that a child who has not been trained before entering school is doubtfully considered susceptible to the knowledge, the education that is there undertaken. But habits must be impressed at school, as well as knowledge conferred; here is one of the great defects of teachers.

A school was lately visited, where a pupil, a boy of fourteen, picked his nose while naming the list of "administrations" in American history. Another school was visited, where all of the girls came in the morning and laid their hands, palms down, then palms up, on the table, in front of the teachers; this was to habituate them to begin with clean and properly-manicured hands. In good private girls' schools the teeth are thus examined daily. Nor is this confined to girls' schools; there is no good boys' boarding school but follows this course.

Let us look at the soldier: A new recruit is trained for months in all the details of walking, holding his body, carrying his gun, keeping his clothing and accoutrements in perfect order; he is closely inspected and punished for infractions of rules on all these points; he is trained (not educated) to march forward, turn to the right, turn to the left, etc., at word of command in a certain way; not any way he may choose. And what is the effect of all this? Many a loafer is transformed into a brave gentleman. Giving the man habits has done it. He has received just the branch of education he was most deficient in.

One of the features for which the public schools of New York were formerly noted was the "discipline;"

this was not confined to the coming in or going out of classes; it had a value corresponding to the soldier's training. A visit to a certain school is well remembered; we entered in the rear of the class-rooms; not a head was turned to see who had come in, yet we made considerable noise. Is this training valuable? Yes, it is a foundation on which an intellectual structure can be raised. Many a bright boy enters school, but being without good habits intellectual improvement, is well-nigh impossible.

A lady who held a high place as teacher of history, etc., in a normal school took charge of a department in a grammar school. The pupils had been obedient to the previous teacher, but that teacher was a trainer; now they lounged about, became careless as they saw the teacher "didn't mind," and finally impudent; all this degeneration took place in a week. The principal could hardly believe a class so well behaved could become so rude and careless; the teacher declared they were "perfect imps of Satan." Another teacher took them whose weight was less than one hundred pounds, but who "attended to details." She began with the first entry of the class to train them to rise, stand, sit, hold hands, book, direct the eyes, pronounce words, make statements, etc.; in a week's time they were "angels."

The teacher must take into large consideration the whole subject of habits. If the ancestors of a pupil have accustomed themselves to do a certain thing, he, too, will probably inherit a tendency to do it; that is, he will have a tendency to acquire the habit. The debt we owe our ancestry is a great one. That we inherit a tendency to cultivate the ground is plainly seen in the digging of the earth indulged in by young children.

The formation of habit is aided by the sensation of pleasure, a fact of great pedagogical importance. The habit to be acquired should, if possible, be accompanied by a pleasurable sensation; it should have a sugar coat, so to speak; then its repetition becomes easy, natural, and a part of life; then those with whom the person associates are made happy.

The formation of a habit is under the domination and orders of the will. When acquired, it is managed by the nervous system—that part that presides over reflex acts; it is independent of the will. Thus, suppose a teacher of music requires a certain note to secure the "tremulo;" the pupil applies it again and again, and a habit is established; then, whenever afterward the air is sung, that note raises the "tremulo." The same is true of playing on the piano, of walking, of ball-playing; in fact, we are trained in a thousand habits that are managed by the nervous system, and not by our wills. Our inherited habits have never come under the domination of the will.

Habits are built into the reflex nervous system by the will; but we have to rid ourselves of many habits; this, too, is the work of the will; but it is harder to unlearn than to learn a habit, for the will has to contend with the inherent tendency to repeat what it has once done. Here is seen the value of education; the educated man can see reasons for unlearning a bad habit, or acquiring a new one; reasons that may powerfully influence his will. Life consists in action; to live aright, we must have good habits, for habits direct our acts.

Teachers well know they can do much more for the pupil who has good habits; that is, good home training, to start with. A vast number are under bondage to habit; few are free men. One man cannot accomplish anything during the day unless he has coffee in the morning; another must have tobacco, another, alcohol, another, opium. Even prominent teachers permit themselves to be under bondage to tobacco. Let any one examine himself and see how he is enslaved by habits, both physical, mental, and moral. With many, much of their religion is a matter of habit. It is for every one to shake off the shackles, and to be controlled only by such habits as are really beneficent. Some lie simply from habit; many are truthful from habit; as we are what we are more from training than education the wise teacher is always training into good habits or training out of bad ones; he who simply presents a fact is a poor teacher.

## Danger of Sentimentality.

By CARISABEL, in the *Baltimore Sun*.

One wholesome result of the present system of educating girls on the same principles on which boys are educated is that it places them in their proper relations with their teachers. This does not interfere with the healthy influence which has so large a part in the formation of the character of youth, but it lays the axe at the root of the connection which in many instances, under the former regime, existed between the girl and her teacher, and will in time put an end to what Saint Theresa deprecated as the enemy of the female character—sentimentality.

It is not a hundred years ago when one could not pick up a copybook without reading alongside, "Honesty is the best policy," "Good girls love their teachers"—the fact that she did love her teacher being counted unto the child for righteousness, while, in truth, the indiscriminate development of the affection of a little girl is as bad for her as too many bon-bons, or a continuous course of the "Elsie" books; for there are some children with emotional natures, whose affections, except their natural affection for parents and brothers and sisters, should lie *perdu*, and for whom going to school should be simply a moral discipline and a mental exercise—a purely business matter, on the most practical and common-sense basis.

### THE GIRL OF TWELVE.

No member of the family is so little known to her nearest and dearest as the girl of twelve. She is not a man, nor a woman, nor a boy, nor a baby; she is in the chrysalis, where nature intended her to be. And after long hours of waiting in the cool and the dark her wings will form, then slowly move and quiver, and at length break forth, but if nature has her way, not till the second half of the second decade. And while the sensibilities lie dormant there, who can divine the thousand fancies, the weird romances, the poetic yearnings which await the day and hour to burst into marvelous hues and vivid flight? Woe, then, to him or her who by artificial heat and light hastens nature's hour by a heartbeat, for in the chrysalis period the girl accumulates her strength for the struggle of life.

But some children, from the force of circumstances, mismanagement or heredity, do not linger willingly in



that wholesome condition. The grub is dimly conscious of its destiny, and shy, reticent, self-conscious, she is impelled to seek an outlet for her pent-up soul in something outside of her own prosaic home life. Many parents, having carefully selected the child's teacher, hail with relief the news that she has chosen that excellent, intelligent woman for her youthful idol. They permit her to spend her pocket money in presents to express her devotion, and are delighted to see her study in order to gain her approbation. The teacher, in turn, is gratified by the innocent regard and imagines she is putting it to good account when she rewards a perfect recitation with a kiss and a poor one with a frown. She does not realize that she is doing the girl a mortal injury by her intrusion into her emotional nature, and that she is exhausting the reserve supply which nature is husbanding for the child against the day when it will be her stay and power.

#### A CASE IN POINT.

It is hard to put the finger on the place where the natural channel was diverted and the course of nature changed, but I believe, were her vision not obscured by time and self-deception, many a woman would see herself awakened from the dreamless sleep of childhood by the premature touch of some well-meaning, ignorant teacher, who fancied it would be for the girl's good to "come under a superior influence." In one instance, if a personal reminiscence may be pardoned, this was certainly the case. I happened one day to meet in a foreign country an old school-mate whom I had not seen since she was a pretty little tomboy in a large boarding school. There was little to be said of her when we met except that she lived on her emotions and that they were stimulated by adventures. The unexpected encounter in an alien land carried her back to her other life. Reminiscences and confidences were exchanged. And then the question was asked, "How is it that you, the healthiest, most commonplace little girl I ever knew come to exist on excitement and change?" She closed her beautiful eyes a moment and went back into the past. "Do you know who is responsible for it? Well, it is Miss C."

"Miss C——? Why, Amy, not Miss C——, that silly thing with her corkscrew curls and tattered old copy of Mrs. Browning?" "Yes, Miss C——, she used to come to my room and kiss me good night, and read poetry to me and talk about my soul. When she went away my heart broke, then I just had to love somebody else. Ever since I have gone on transferring my affections for people and things." As I write these words I wonder whether her eye will fall upon them or the eyes of other "Miss Cs," for the world is peopled with them, and whether they will experience a pang of remorse, or more improbable supposition, will they from this day regard the child as a delicate instrument upon which to breathe too deep will awaken music and, perhaps, the crash of broken chords? The period of a child's school life is a period of discipline, not only of the mind, but of the spirit and the affections; it is not the time for the development of the emotions.

The price of retaining what we know is always to seek to know more. We preserve our learning and mental power only by increasing them. —HENRY DARLING.

### The Substitute.

A substitute is generally an apprentice, a young woman whose acquirements allow her a certificate, but whose experience does not warrant her holding, as yet, a permanent position.

She may be called upon, at any time, to teach from one day to a month for some regular teacher whose work is interrupted by illness, professional visiting or other cause. It may be primary work that falls to her lot, or it may be in the grammar school; at any rate, it gives her practice in that school of experience which is such a dear one, but in which we all do most of our learning.

The substitute is not always young; sometimes she is a woman, weary and old with service, taking a needed rest, who is eagerly sought, for an occasional day in the school-room, and who is glad of the chance to try her hand at the old familiar tasks and to take in the accidental dollars.

Scarcely a teacher, now filling her secure and honorable position, has not, at some time, occupied the much derided one of substitute.

Let us think what the regular teacher owes to her substitute, and what the temporary teacher can do best for herself and her employer. A carefully arranged program, a kindly note of suggestion and of thanks—those courtesies which women are learning to give and expect—are certainly due to the substitute, but how many times are they all omitted!

If the regular teacher knows, in time, of her prospective absence, she can often pave the way for her successor by words of confidence and warning to her pupils, making the good report of the substitute a special object to be attained by the school in order to keep the high opinion of the regular teacher—a motive which always appeals to loyal children.

But how shall the teacher for a day save that day from being a loss and a failure? Shall she merely amuse the children, keep them out of mischief, and "kill time"? A substitute of my acquaintance became proverbial for playing "Constantinople" for hours, with the classes she was sent to teach. Another was hated by the children of a whole city because she was such a "tartar." "They don't run over *me*, I can tell you," was her phrasing of it, but the children voted her a "crank," one and all. Many of the teachers liked to employ her because they stood higher in the esteem of their children by force of contrast.

"They learn to appreciate their own teachers when they've had Miss B—— for a day. It does them good."

Such a substitute leaves the memory of a reign of terror in her wake, and should study milder methods lest she remain a necessary evil.

But then, too, there is occasionally a substitute who is a woman of resources, and what a delightful change she can make for a class from their usual routine! How clean, being a new broom, she can sweep! How gracious she can be as she throws herself upon the mercies of the class for suggestions!

Really, an ideal substitute should be a specialist in the art, the best and broadest teacher possible, full of animation, anecdote, presence, power, sympathy, sincerity, taste and tact, and an extra price should be given for a day of her services.

PERCIVAL.



## Current History in Clay.

By Kate A. Congdon, New York.

The following lesson was given with a class of boys ranging in ages from eleven to fifteen years. The study of the history of our country, being often combined with clay modeling, the children were not grappling with an unknown subject. They were told that on the following day they were to be permitted to model any thing bearing on the Spanish-American war, including maps of the countries now engaged in the struggle, colonies, islands, boats of any description in use in the war, in fact, they were to put on their "thinking-caps" at home that evening, and be ready to "surprise" the teacher the next day by the number and variety of things modeled. The work might be done from picture, map, chart, memory of previous work or imagination. Here was a chance for originality.

The morning arrived, and the children were all eager to begin. Seeing their eagerness, the teacher knew she could spur them on to work in other lessons which, while not so entertaining, were very necessary. Hence, the expected pleasure was held back as a reward. Laziness and inattention that day were quickly cured by the reminder, "If you waste our time, we will have no time left for our history and modeling."

### PREPARATION FOR THE LESSON.

Finally, the hour arrived, and the order was given to prepare for the lesson. Out from the depths of pockets came small splints, toothpicks, pieces of cord, thread, or twine, small wads of gray or white cotton, folded pieces of newspapers which, soiled and crumpled as they were from contact with the contents of a boy's pocket (and who can measure its depths) were destined to form an important part in the coming lesson. The papers, upon examination, were found to contain pictures of warboats, cruisers, transports, tugs, cannon, and even of men who had become famous during the present war. Some of the boys evidently had confidence in their own ability to make clay casts of their heroes. The previous evening at home had been spent in searching for these pictures.

The uninitiated observer might be filled with wonder to know what help these things could possibly be in the lesson; but a few minutes sufficed to tell the secret. A small, square of oilcloth covered each desk, and each boy was provided with a piece of clay. Instantly all hands were at work. The oft-repeated and eager glance at the soiled papers now spread on the desk showed their value to the young "artists." From the shapeless masses of clay began to appear steamboats of every description. Now the use of the thread, splints, cotton, etc., became evident. Into the top of the smoke-stacks were placed small pieces of gray or white cotton, dexterously made to wave and curl. A question brought out the answer that that was "smoke," and that "the vesse" was goin' so fast th' "smoke" was blowing toward the back." The splints and toothpicks were used for masts. Rope ladders were made of thread and twine. Turrets and towers began to appear with their guns pointing to all sides. Maps of Cuba, Spain, Florida, Gulf coast, Atlantic coast of the United States began to appear. The harbors of Havana and Santiago were, in some cases, surrounded by miniature clay war vessels. Some few audacious youngsters tried their hands at making casts of Dewey, Sampson, Schley, Hobson, McKinley, and even the little King Alphonso and the gallant Cervera were not forgotten. 'Tis true, these gentlemen, could they have seen the result, might not have felt complimented, but they could not fail to appreciate the eagerness and delight with which the little fingers manipulated the clay while trying to form nose, eyes, mouth, etc., and to bring out the expression which the miserable newspaper pictures conveyed to the mind. While some future sculptors may try to do justice in clay or marble to these heroes, hoping thereby to achieve fame, none will ever work upon their features with more love and pride.

### A CAST OF CERVERA.

A curious incident arose when one boy began to make a cast of Cervera's features. He would, if looks could speak, have fared ill had he been outside of the jurisdiction of his teacher. Such looks of scorn and contempt as were hurled at him! Immediately he began to crush the clay out of all semblance to the gallant Spaniard. Here was a golden opportunity for the

teacher! A few words from her sufficed to show that Admiral Cervera was a brave soldier, and a gallant gentleman, and was to be respected as such, even tho he be an enemy. At first, the children's glances (their eyes tell their thoughts so plainly) seemed to indicate that they feared the teacher was half Spanish in her ideas. But they finally agreed that, had Cervera made no resistance, had he given his ships and his men over to the enemy, he would have been a traitor. They were thus led to "give credit where credit is due." They began to see how it is possible to admire an enemy and yet, thru love of country and sense of duty, to do everything possible to defeat his purpose. Some of the boys objected to the kindness that Cervera was receiving as a prisoner. Here was an opportunity to talk of the "Golden Rule." After that was explained, they consented to treating our prisoners kindly.

### ENCOURAGEMENT NECESSARY.

"Be sure you are right, then go ahead," was the motto given to the boy who was so ready to give up his plan when he saw his companions' displeasure. A few words on independence of character were here said. A little thing like this will help to strengthen a character which is weak and too ready to yield to surroundings and to adverse criticism. At the teacher's request, the boy resumed the making of Cervera's cast, and the "Spaniard" was permitted to stay in the classroom.

Another youngster was engaged in making a hollow sphere of clay, and filling it with small clay pellets. A question brought out the answer, "That is a schrapnel-shell." He had come across the word in his reading of the war, and had hunted it up in the dictionary for his lesson.

Flags of the United States, Spain, Cuba, and even the army and navy flags were to be seen, nicely modeled on a background, with the stripes, stars, etc., in relief. The American eagle, with outstretched wings and open, screaming jaws, was copied in clay from a small button which the boy wore on his jacket. Cannon and guns of every description were to be seen.

One ingenious youth had provided himself with shoe-buttons! These he placed to represent cannon-balls coming from the mouth of the cannon. Another little fellow, whose thoughts evidently turned toward the sick and suffering, was busily engaged trying to make a model of a hospital ship. Above it floated a clay flag with the cross cut from red paper and neatly pasted on it. A United States military officer, with his buttons and gold braid, next appeared on the scene. The buttons and strips of braid were cut from gilt paper and pressed on the clay soldier to the great delight of the young sculptor, who thus won for himself the admiration of his neighbors. He had spent the previous evening at home, cutting out the buttons and braids and examining pictures, so as to get an idea of where to place his gilt trimmings. Who can say it was not an evening well spent?

During the lesson the children talked, in answer to questions by the teacher about the work. Wrong ideas and impressions gained by this unguided home reading, and incorrect expressions were constantly being corrected. Thus, oral composition was being correlated with the lessons on hand. The great advantages of this style of composition lie in the fact that the teacher is at hand to correct while the thought is still fresh in the child's mind; the other pupils aid in correcting, and benefit thereby; and those who have had no opportunity, or perhaps no desire, to obtain the information for themselves, get it in a pleasant way without the consciousness of having to learn a lesson.

### THE SILVER LINING.

Now the motto, "There is a silver lining to every cloud," was put upon the blackboard. It was read several times by individual children, then by the class. Explanations were called for. It was indeed interesting to hear the different ideas brought forth by this old and well-known motto. The teacher asked for the cloud in the present trouble. Answers such as the following were given: "Spain is under a cloud," "Cervera is under a cloud," "King Alphonso and his mother are under a cloud, because they do not know what to do." The children evidently could see no cloud in their own horizon. The pride growing out of victory and patriotism had obscured the cloud. Finally, after being told to look at their own side

of the story (here the little motto, "There are two sides to every story," was brought out), one boy discovered a cloud in the death of so many of our brave soldiers and sailors; another spoke of the empty places left in their homes; of the number of fatherless children; the family loss and the nation's loss was here spoken of; another discovered a cloud in the injury done to trade and commerce; in the expense attached to the war, etc. Here the method of taxing so as to meet the expenses was explained; the use of the stamps just issued; the meaning of the letters I. R. on the stamps. The children were carried in thought into the future, and led to see the necessity and justice which would require our people for many years to come to support the widows and orphans who, by this war, would be deprived of their natural supporters. This would entail an expense running into the future in addition to the present expenses of feeding, nursing, clothing, and transporting our soldiers. The word "pension" was developed and placed upon the board.

The kindness with which we should treat the lame and crippled was talked of when the subject of injured soldiers and sailors entered our conversation. The taunts and petty insults with which boys generally treat these unfortunates is well known. It does not arise from a love of cruelty, but because the proper "feeling" has never been developed. I venture to say that a one-armed or one-legged soldier will be a hero in the eyes of our children, if the proper spirit is cultivated; viz., the feeling of how much we owe these people; ours has been the victory while theirs has been the suffering. In this manner the cloud was disposed of.

#### INTEREST IN THE FINANCIAL SIDE.

Now the teacher told the children to hunt for the "silver lining." Again came most curious answers, showing the trend of the children's thoughts. One boy said, "When the men come home from the war, they can go to work again and earn more silver." "The soldiers will get paid in silver," said another. Evidently, their thoughts were still firmly fixed on the financial part of the story. When told to turn their thoughts away from all money questions in the matter, and think of something higher, grander, better than all money considerations, the busy little minds began to ponder along other directions. (By this time, the clay part of the lessons was over, and the models were lying on the desks, finished. All attention was now being given to the conversation.) One bright little boy says, "The faces of the children will shine like silver when they see their fathers coming home from the war." He had heard of happy children being likened to "sunbeams," and he thought shining "like silver" would be just as acceptable. But what about the poor little ones whose fathers will not return? Ah! there we come to the "cloud" again." We must continue our search for the "silver lining." The last answer was certainly a "silver lining," but we must find some more silver behind this dark "cloud."

Seeing that the children were not likely to leave the family circle, the teacher directed their thoughts back to the last war in which we were engaged; the bitter feeling that existed after that war; the growth of a kindlier and forgiving spirit; how this spirit strengthened into a deep, undying love until, as Henry Clay said, "We know no North, no South, no East, no West," how the world at large refused to believe in this deep affection, saying that it was feigned, and that only an opportunity was lacking to show that we were not united in feeling. "Now," said the teacher, "who can find a silver lining?" Immediately came the answer, "We have proved to the whole world that the North and South love one another." This is the "silver lining" the teacher was looking for. The kindness of the Southerners to our Northern soldiers who were sent to Southern camps was then spoken of.

Henry Clay's motto was put on the board, read by the class and preserved as a "memory gem." "Distinct as the billows yet one as the ocean," from Daniel Webster's "Union Speech," was also put on the board, read, and preserved. "The God that gave us life, gave us liberty at the same time," from Jefferson, was also put on the board. Here sympathy was expressed for Cuba in her search for liberty.

#### SUGGESTIONS FROM THE TEACHERS.

The teacher now dwelt on our motive in entering this war; not for conquest, not for glory;—we knew we would achieve

no glory by conquering a smaller foe—but from a sense of duty; from a feeling of sympathy for suffering humanity at our own doors. How boys do love to cheer for their own victories, regardless of the feelings of the fallen foe! To combat this feeling, the teacher recalled the order of one of our gallant commanders at Santiago, who, when his men were ready to cheer for the victory they had just gained, said, "Do not cheer, boys; the poor fellows are dying." Here was, indeed, "the heart that can feel for another's woe."

Attention was called to the religious spirit of our nation in all its difficulties, as seen in parts of our Declaration of Independence, in Washington's advice to this country; a vivid world picture was drawn by one of our generals calling his men about him after the battle near Santiago bay and asking them to devote a few minutes to silent thanksgiving to the Almighty for the success just achieved, he himself publicly proclaiming his belief in and his gratitude for the assistance of God. The proclamation of the president of the United States, asking the people to offer to Almighty prayers of thanksgiving for the success of our soldiers and sailors, was spoken of. The teacher then put on the board the following, a stanza taken from Whittier's "Our Country,"

"O Land of Lands! to thee we give  
Our prayers, our hopes, our service free;  
For thee, thy sons shall nobly live,  
And at the need shall die for thee."

The stanza was then read by individuals and by the class and added to the list of "memory gems." Attention was called to that line of the "Star-Spangled Banner" which says, "And this be our motto, 'In God is our trust.'" The lesson was then finished by all the children standing and singing "The Star-Spangled Banner." At the conclusion of the song, they marched up and down the aisles, clay work still on the desks, so that each boy might have an opportunity to see all that was done during the lesson.

#### CHILDREN'S IDEAS WORKED OUT.

'Tis true, the above is not a history lesson after the fashion of text-books; neither is it a modeling lesson in the strictest sense of the word. Little or no instruction was given in modeling during the lesson, the teacher's wish being to let the children work out their own ideas. But the teacher felt that the true merit to be gained from the study of history lies, not in the ability to store the mind with dry facts, but to discover the motive underlying the action of an individual or nation; to give praise to friend and foe alike when the motive of the action was a worthy one. The children very probably did not add a great stock of historical facts to the store already in their possession, but they certainly left the class-room with a keener appreciation of the suffering that war costs, even when most victorious; with greater love for and pride in the gallant heroes of our own nation; with a kindlier feeling toward the equally brave, tho' defeated soldiers on the other side; with a better knowledge of how national expenses are shared by the citizens of this great country; with a better understanding of the meaning of "Every little helps," since the very small personal taxes will be sufficient to cover such immense expenses. Another advantage gained from the lesson was, that the children went home searching for books on "ship building." Their curiosity in that direction had been aroused by the effort to model the boats.

Reading from the blackboard formed a large part of the lesson, and the spelling of difficult words, as they occurred, took up a few moments of the time. Thus we have had spelling, reading, history, geography, oral composition, and modeling combined in one lesson. The "memory gems" remained on the board and, at the next writing lesson, were neatly copied into note-books kept for that purpose. They were memorized for later lessons. Thus writing and "memory lessons" were added to those already mentioned.

#### A New Star.

The European Union of Astronomers recently cabled to Chandler and Ritchie, of Boston, that in the center of the Andromeda nebula, Dr. Seraphim, of the Russian observatory at Pulkowa, had discovered what appeared to be a starlike condensation. It is probable that a new star is in process of evolution.



## The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which *The School Journal* cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

### The Religious Basis of Conscience.

Under the heading of "The Social Basis of Conscience," *The School Journal* recently alluded to and briefly quoted from the address of Prof. Josiah Royce, of Harvard university, before the N. E. A. at Washington. From Freethinker to Catholic there has of late been considerable said on conscience; but the most re-

markable utterance seems to have come from Cardinal James Gibbons, of Baltimore. In that city's old cathedral he has delivered an entire sermon on "Conscience," and the Catholic world seem to be non-plussed at the interpretation which has been widely put upon it. The cardinal said, in part:

"What is the greatest need of our times? Is it churches? They are necessary for the dissemination of Christian truth. Is it schools? They are most important, indeed, for they mean an ability to earn a living to the individual. Is it hospitals or asylums? They are necessary and most useful in the alleviation of the sick. But none of these is the most important necessity of the age. What the times need is sturdy manhood, which will be persistent in the carrying out of the dictates of conscience in social, religious, and political

### An Outline for the Study of the College Requirements. [1899-1900.]

By MAUD ELMA KINGSLEY.

Sir Roger de Coverley Papers.  
Nos. 1, 2, 6, 106, 126, 130, 131,  
269, 329, 331, 335, 359, 383.

#### A. Introductory Study.

##### I. Era of the Essayists. (1702-1719.)

###### 1. Historical Facts.

- (a) Queen Anne and her court.
- (b) Society in England.
- (c) Political Condition of England.
- (d) Religion of England.

###### 2. Literature of the age.

(a) Intellectual Culture Among the nobility.

- (b) Education for Women.
- (c) General Character of Its Literary Productions.

##### II. Joseph Addison.

1. Significant Facts in his Life.
2. His Works.
3. Merits of Addison's Prose Style.
4. His Contemporaries.
5. Famous Criticisms of Addison.

##### III. Richard Steele.

1. Significant Facts in his Life.
2. His Literary Work.
3. His Share in the "Spectator."

##### IV. The Essay.

1. Its Place in Literature.
2. Its Characteristics.
3. Famous Essayists.

##### V. The Spectator.

1. Origin and Plan.
2. Object.
3. Literary Excellence.
4. Influence upon its Age.
5. Popularity.
6. Value as a Classic.
7. Value as a Text-Book.
8. Significance of the Name.
9. The Members of the "Club."
10. "C. L. I. O."

##### B. Sir Roger de Coverley Papers.

###### I. The Papers as a Whole.

1. Analysis of each.
2. Topic of the Day discussed in each.
3. Appropriateness of the Introductory Quotation.

###### II. The Papers in Detail.

###### 1. Passages Illustrating.

(a) Social Customs in the Queen Anne Time.

(Nos. 1, 2, 106, 115, 121, 126, 132, 329, 383, 517.)

(b) Morals and Religion.

(Nos. 106, 112, 117, 269, 567.)

(c) Fashion.

(Nos. 2, 109, 119.)

(d) Education.

(Nos. 106, 121.)

(e) Law Customs.

(Nos. 1, 2, 106, 113, 119, 122.)

(f) Politics.

(Nos. 1, 125, 126, 131.)

###### 2. Geography of London.

###### 3. Subjects for Special Research. (Suggested by the text)

(a) Coffee Houses. No. 1.

(b) Newspapers. No. 1.

(c) Dress of the Queen Anne Time.

(2)

(d) Punishments of the Time. (3)

(e) Tournaments. (109)

(f) Yeomen of the Guard. (109)

(g) Goblins. (110)

(h) The Story of the Sphinx. (113)

(i) The Bastile. (116)

(j) Witchcraft. (117)

(k) Queen Anne's Confidants. (118)

(l) The Royal Society. (121)

(m) Gipsies. (130)

(n) Industries of the Age. (174)

(o) Westminster Abbey. (329)

(p) The Stone of Scone. (329)

(q) History of the Beard. (331)

(r) Condition of London Streets in the Eighteenth Century. (335)

4. Epigrams.—To be Memorized.

No. 2. It is a Stupid industry.

Diligence - sword.

A Penny Saved - got.

A man - vindication.

It is a Civil Duty - duty.

No. 5. I know - common.

There is no greater parts.

Most polite - vicious.

No. 107. The general - masters.

Skill of the purse life.

Frugality - generosity.

No. 114. So unhappy - deeper.

To pay for - dishonor.

No. 115. Bodily labor - pleasure.

No. 116. Every man - posted.

All our endeavors bear.

No. 117. When the arguments, neither.

No. 119. In a word - least.

No. 121. Same vanity - station.

No. 125. In a word - humanity.

It is the restless - factions.

Thus are the persons, country.

5. Obsolete words and words whose

Meanings have Changed:

Angle-rod

Baggage

Beaux

Complexion

Clown

Cast

Digesting

Doxy

Discouraged

Dipped

Drummer

Equipage

Engages

File

Hogs-puddings

Jack

Humor

Humorsome

Humorist

Habits

Harbor

Husband

Particularities

Parts

Parsonage

Pad

Portraits

Polite

Piety

Mechanic

Posted

Puss

Put

Promote

Romp

Sprung

Staked

Smoke

Slut

Pansy

Tenement

Tithe

Vicious

Wench

###### 6. Passages Exemplifying the Characteristics of Addison's Style.

###### 7. Words of Striking Etymology.

Amen

Angle-rod

Buccanneer

Chaplain

Coxcomb

Cock-and-bull

Humor

Mohock

Politics

Petty jury

Savages

Sunday

Esquire

Gazette

Soho-Square

Tabby

Trophy

#### III. Subjects for Themes.

##### 1. Delineative Pictures of the Club Members.

2. Of Sir Roger.
3. Sir Roger on Clergymen.
4. Sir Roger and His Servants.
5. The Haunted Walk.
6. At Church with Sir Roger.
7. Sir Roger and the Widow.
8. A Paraphrase of the Papers on "Instinct versus Reason."
9. A Paraphrase of the Paper on "Party Spirit."
10. Sir Andrew on Merchants.

#### IV. Test Questions.

1. Give a brief account of the rise of the newspaper.
2. What place among newspapers did the "Spectator" hold? How did it differ from other newspapers?
3. Name its contributors. Give a reason for the enthusiasm with which it was received.
4. What are the characteristics of Addison's prose style?
5. Give the subject of ten of the Spectator papers.
6. Cite incidents illustrating (a) fashion in the Queen Anne time; (b) social custom; (c) manners; (d) education.
7. Name five admirable traits of character to be found in Sir Roger, and illustrate each with an anecdote.
8. Draw word pictures of Will Wimble, Sir Andrew, and the "Spectator."
9. Define the following words: (As Addison uses them.) (a) humorist, (b) husband, (c) parsonage, (c) angle-rod, (d) smoke, (f) clown, (g) habits, (h) pad, (i) tansy, (j) husbandman.
10. Quote a passage giving The Spectator's Views concerning (a) manners, (b) economy, (c) exercise, (d) good breeding, (e) instinct, (f) party spirit.

#### C. Supplementary Reading.

##### I. History.

1. Green's History of the English People. Vol. II., Chap. IV.
2. Lecky's History of England in the Eighteenth Century.
3. Macaulay's History of England. Vol. I., Chap. II.

##### II. Novels. Henry Esmond.

Ivanhoe. Chap. VIII.

##### III. Poems.

1. The Battle of Blenheim, Southey.
2. A Distant View of Eton College, Gray.
3. Herve Riel, Browning.
4. The Vanishers, Whittier.
5. Footsteps of Angels, Longfellow.

##### IV. Encyclopedia Britannica.

1. "Costumes."
2. "Anne."



life. The times need men who will follow their conscience rather than expediency, principles rather than popularity. \* \* \* The man who follows his conscience has but one master,—God—and he will enjoy the liberty and glory of the kingdom of God."

With the concession in the last paragraph of the above, the office of the church, the priest, and the minister is no longer demanded. If conscience resided anywhere but in each individual, the church, the priest, and the minister might still have an occupation in leading men to it; but, within the individual, the Scriptures are fulfilled, which tell us that we have no need of a teacher other than the teachings of the anointing received from above. If conscience leads to the liberty and glory of the kingdom of God, after making the man better socially and politically, what more is needed for man's uplifting in time and eternity? Cardinal Gibbons and his friends have, apparently, been appalled at the significance of the utterance; it is, however, a basis upon which the unification of Christendom could be established.

Francis B. Livezey.

Sykesville, Md.

## Contributions from School Children.

I am asked to give my opinion concerning the propriety of using the public schools of the country as mediums for collecting money. My experience during the past year has enabled me to form very definite conclusions on this subject. I believe that such use of the public schools is entirely wrong in principle. It diverts the schools from their legitimate work. As the *New York Tribune* recently stated, "The teacher has enough to do if he or she teaches the pupils their lessons honestly and effectively; the pupils have enough to do if they learn their lessons." The *Syracuse Herald* in referring to this subject, recently called attention to a radical objection to school collections, the differing conditions of the pupils in our schools. One pupil may be able to contribute a nickel or more, while his comrade equally as patriotic may not be able to contribute even a penny. It is not his fault; he feels humiliated, and this humiliation blunts his ideals of true patriotism.

I am satisfied that the use of the schools as mediums for collecting money for general purposes ought to be prohibited by law. Public attention is now pointedly directed to this question. Actual experience, upon which I have formed my judgment, began with the proposition made nearly a year ago to erect a monument to the memory of Dr. Edward A. Sheldon, who for many years was the well-known head of the Oswego normal school and who for fifty years devoted his life to the highest educational purposes. He inspired thousands of teachers who came under his instruction with higher ideals. He was in truth the children's friend because he opened the way to the more intelligent instruction of children. Consultation with his associates in normal school work and with the school commissioners of the state led to the generally expressed opinion that a testimonial to him would most fitly be an offering from the public schools for which he had done so much, and it was determined to ask teachers and pupils and friends of education last Arbor day to make penny or nickel contributions to this monument fund. Something like \$3,300 have been realized and a fitting monument will be placed in the capitol of the Empire state, the first monument to an educator to be placed there. But this experience led to reflection and I saw very clearly that it was not the right way to accomplish the results desired. Could I have done so without embarrassment to others interested in the work I should have withdrawn the request and found another way to carry out the project. I found that in nearly all the cities and large villages the boards of education had adopted regulations forbidding the soliciting of contributions in their respective schools. This regulation was rescinded in the case of Syracuse,

where Dr. Sheldon had once served as superintendent of schools.

Very soon after this a movement originating, I believe, with the *New York Journal*, was presented to the schools of the country, having for its purpose the erection of a monument to the sailors who lost their lives in the destruction of the warship "Maine." The names of many notable men were placed upon the executive committee connected with this movement, and this state was flooded with circulars stating that blanks had been forwarded to every school district at the request of the state superintendent. The use of my name in this connection was entirely without my authority. So far as I could I notified the school officers of the state that the movement to collect funds in this manner did not have my approval. I understand that a large fund was raised, but I have heard nothing further concerning this movement for many months.

About the same time other propositions were made for collecting contributions among school children. One related to the Red Cross movement, and there were others which do not now come to my mind.

During the past month my attention has been called to various projects affecting our public schools. The first related to a plan to build a war ship by contributions from the school boys of the United States. This warship was to take the place of the "Maine" and be called "The American Boy." I also saw a reference to a movement on the part of the school girls of the country to inaugurate a movement for the building of a warship to be known as "The American Girl." I think this movement finally developed into a plan by which the school girls were to have something to do with the equipment of the warship which the school boys proposed to build.

This project has no redeeming feature. It really appears ridiculous. The movement is in no sense an inspiration to patriotism or love of country. It is rather founded on revenge. The United States government is able and willing and ready now, I believe, to build all warships necessary for the defense of the country. This ability has been amply demonstrated during the past six months. The school boys and girls can afford to leave the construction of warships to the general government. This movement seems monstrous, because to build and equip a warship would require an expenditure of over five million dollars. This would call for about seven cents from every man, woman and child in the United States. I have been earnestly urged to give this movement my approval, but I have persistently refused because I am unwilling to consent that our public schools should be used for such purpose.

Some time in September a proposition came from Chicago from the La Fayette Memorial Commission, asking my approval of a plan to ask contributions of school children for the purpose of erecting a monument to the memory of La Fayette. Without my knowledge or consent my name was placed upon the advisory committee connected with this movement. As soon as this proposition reached me I issued a public statement to the press and to educational officers in this state, protesting against the use of my name in this connection, and advising that no contributions be solicited among our school children. While it may be fitting for the people of the United States to honor the memory of La Fayette, the movement should be national in its character and include all our people. It would be far more appropriate for Congress to pass the necessary appropriations for that purpose. In this connection it is interesting to note that the United States have already generously remembered the eminent services of La Fayette. In 1803 Congress, authorized the secretary of war to issue land warrants to La Fayette for 11,520 acres of land, empowering and authorizing him to locate the warrants in the territory of Orleans, now the state of Louisiana. In 1824 Congress by a unanimous vote, requested President Monroe to invite La Fayette to visit this country. The invitation was accepted, and while here Congress granted him \$200,000 in cash and a township of land. The city of

Tallahassee in Florida is located on a part of the land of the township then given to La Fayette.

I am informed that the La Fayette Memorial Commission expect to raise at least \$250,000 for the erection of this monument. Meanwhile the commission has employed agents to canvass the country in the interest of the movement. It is to be supposed that the school children by their contributions are to pay the salaries of the clerks and traveling agents employed.

"It never rains but it pours." The proposition to erect a monument to Dr. Sheldon seems to have called the attention of professional agitators to a new avenue thru which to promote their plans. Following the collection schemes comes a movement originating in Chicago and having for its object the holding of public exercises in all the schools of the United States on October 19 in which the children are asked to unite in celebrating a "National Peace Jubilee." This proposition certainly is premature. We can well afford to await the results of the deliberations of the peace commission now in session. While the United States is constantly sending warships and troops to Cuba, Porto Rico and the Philippines, and Spanish leaders are publicly stating that there is yet no peace, only a cessation of hostilities, it seems ridiculous to ask the school children of the country to be called together in public exercises celebrating an "educational peace jubilee." Let us wait until the peace which we all pray for is officially declared, when we can celebrate the declaration appropriately and in the right spirit. The originators of the peace jubilee movement took the liberty of using the name of the state superintendent of New York without his authority, knowledge or consent.

It is high time that all these attempts to make the public schools collection agencies should be stopped. The public schools exist for the public good. Every movement of this kind diverts the attention of teachers and pupils from their legitimate work, and thus interferes with the real purpose of the schools. I am an earnest advocate of patriotic exercises in our public schools in connection with the teaching of American history, but I believe that patriotism should not be taught in connection with any movement which asks the children to contribute money.

CHARLES R. SKINNER,  
State Superintendent of  
Public Instruction.

Albany, N. Y.

### Living Subjects in High Schools.

In an address delivered before the Schoolmasters' Association in New York on the eighth of October, Mr. Frank McMurtry discussed the ends of secondary education. He said that in a general way we all agree that the final end of all education is best citizenship, but there must be an intermediate end, or intermediate ends, that are to be utilized as the means to the final end. The intermediate ends most discussed by educators are the getting of knowledge and disciplining the intellect. The speaker discussed these minor or intermediate ends at some length, and showed quite clearly that in so far as the getting of knowledge is made an end in itself, so far is the thought of the teacher detracted from the pupil and his proper development. The end determines both the subject-matter and the methods employed. When knowledge is the end, the subject-matter and methods fail so to develop the child that when he leaves the hands of his teacher he will go on growing toward and into highest citizenship. The speaker claimed that the same failure resulted when mental discipline is made the end in secondary education. The subject-matter and methods determined by the end of mental discipline also fail. Altho the claim of failure when discipline is the end was not as well sustained as the claim of failure when knowledge is the end, yet we are inclined to agree with him, if he means that the result is only partial failure.

This, it seems to me, is all that can be claimed.

Mr. McMurtry named the attitude of the child as the great consideration that should determine subject-matter and method. In other words, it is the Herbartian "interest" of the child that is to be considered, that is to determine subject-matter and method. Unquestionably the attitude of the child has been ignored altogether too much. On the other hand there may be danger of consulting it too much.

All must acknowledge that too great stress has been placed upon the superior disciplinary character of certain subjects over that of all other subjects, and because of this claim thousands of children have been forced into the study of the dead languages and the higher mathematics and their school life made miserable thereby. The tendency to correct this is growing. If these so-called disciplinary studies are to occupy less space in the curriculum, it is pertinent to ask, what is to take their places? A young library has been written during the last few years on the correlation of subjects. It has seemed to me that those who have said most about correlation have thought least about what ought to be correlated. The first thing to be done is to determine the subject-matter of the curriculum, and then proceed to its arrangement and proper correlation. One very important question for educators to answer is, what subjects are best adapted to "fit" our boys and girls for life. I do not say for citizenship. That is too narrow. The end of all educational processes is to fit for life. But it means life at the beginning of the twentieth century. Is our curriculum composed of such subjects? Only in part. It lacks a proper balance of what may be called sociological studies. The subjects best adapted to fit for life are those most directly and most closely concerned with life, with human relations in life. These are not the dead languages of still deader civilizations. Literature and history are such subjects. These have gained for themselves within the last decade or two a recognition of their worth.

Another line of work that is a still more direct study of life is found in civics and economics. Civics embraces the study of government—state, national, municipal—duties to country, and whatever contributes to best citizenship. Economics is the study of the industrial world. All human industries of whatever kind, character, or name, are included in the study of economics. This subject is preëminently the study of human life and of human relations in life, but it is still knocking for recognition in secondary education. It has a small place in a few schools. It has no general recognition. If the attitude of a pupil toward a subject is a test of "interest," all Herbartians must declare in favor of economics as one of the subjects that should be found in the secondary curriculum. In an experience covering fifteen years in secondary work I have never seen such interest manifested by the pupils in any other subject as I have seen sustained for a year in a class in economics. I have many evidences that this interest does not stop when the boy leaves the school. If we are seeking for subject-matter that will secure interest and stimulate thought during school days, and will inspire to activity and growth after school days have ended, I know of nothing that can compare with economics. It has failed to gain recognition, in part at least, because Latin and other traditional subjects, supported by traditional pedagogy and middle age thought, still hold so large a place in the curriculum. Instead of being allowed to study civics, economics, and kindred subjects that touch present day life on all sides, our boys and girls are still forced by the ten-thousand through four years of the study of the language of an old, defunct, military, barbarous people, with the expectation that this will fit them for best citizenship and noblest life at the beginning of the twentieth century. After this grind they go out into life without any adequate conception of what life is and tumble along, sometimes into success, often into failure. Is it not pertinent to ask, how long is this to continue?

BYRON C. MATHEWS.

Newark, N. J.



## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING OCTOBER 22, 1898.

Particular attention is called to the letters by State Supt. Skinner of New York, and Prof. Mathews, of the Newark, N. J., high school. Dr. Skinner presents a strong argument against the practice of raising funds by collections from school children. His clear and emphatic disapproval is worthy of the careful consideration of all superintendents, principals and class teachers. Mr. Mathews pleads for the introduction of a live study of civics and social economics in secondary schools. He has had marked success in this department and speaks from practical experience.

The primary school which makes thoroughness its chief working principle is slowly but surely passing away. The study of the child has revealed the injustice and cruelty of its methods. The educational plan of the Creator is beginning to be better understood. There must be many beginnings and there must be interest to keep them alive. Thoroughness is the duty of a more advanced stage.

While the elementary schools have sinned too much on the side of over-thoroughness, the secondary schools and colleges have failed largely in the opposite direction. There is too much superficiality. The conceit of the young graduates and their lack of persistency are some of the evil results of this condition. In the study of the classic languages, for instance, an excellent means is afforded for training the young men and women in habits of logical accuracy and thoroughness. Yet how many schools are there in which the work in this department has degenerated to mere sight translation with guessing as the chief feature! There should be more thoroughness for secondary and higher, and less of it for the primary schools.

The idea is prevalent in some quarters that a superintendent of schools must be a sort of non-committal man with no mind of his own. In the past there was, no doubt, sufficient evidence to warrant the drawing of such an inference. But times have changed. At present there is more chance for a man of firmness and wise self-assertion. One superintendent of a large and progressive town lost his position because he was non-committal. When the board asked him to propose a teacher to fill a vacancy, he would "prefer to leave the selection to some member of the board." The committee men believed the superintendent should know a good teacher when he saw him. Besides, they were too busy to inquire into the qualifications of candidates. The superintendent found that he was getting unpopular and concluded that this was due to his being too independent. At last he was dismissed and his successor appointed. The committee told the new man that he would be held responsible for the success of the schools and explained that they had elected him because they believed that he had intelligence and backbone. Similar instances might be cited, showing that the policy of the non-committal superintendent is a very poor one in the long run, tho for a time it may have the semblance of prudence.

### No Contributions in Boston.

Boston, Mass.—The school board at its meeting last Thursday, listened to a recommendation from its committee on rules that the rule prohibiting collections in the public schools is a wise one, and should not be suspended for the La Fayette monument scheme. The committee said that this decision was entirely independent of the merits of the propositions recently submitted, but that they refused to allow subscriptions for any purpose. The board adopted the report.

### A New Assistant Superintendent.

Philadelphia, Pa.—Upon recommendation of Supt. Brooks and the committee on superintendents, the board of education has elected Dr. John P. Garber as assistant superintendent, to fill the vacancy caused by the death of James F. C. Sickel. Dr. Garber is supervising principal of the Kinderton Combined school. He is about forty years of age and a graduate of the state normal school at Shippensburg. His degree of doctor of philosophy was received in course from the University of Pennsylvania.

### Important Educational Meetings.

Nov. 4 and 5.—Central Ohio Teachers' Association. Executive committee: Supt. Boggess, Springfield; Supt. Vance, Urbana; Prin. Smith, Hillsboro.

Nov. 25-26.—Eastern Ohio Teachers' Association at Bellaire. President, Supt. James Duncan; vice-president, Miss Alice Belford, Caldwell; secretary, Miss Lucy McGirr, Marietta; treasurer, Supt. A. B. Wingate, Bowerston; chairman executive committee, Henry G. Williams, Bellaire.

Dec. 9-10.—New Jersey High School Teachers' Association at Newark. President, Lincoln E. Rowley, East Orange.

Dec. 26.—South Dakota Teachers' Association, at Redfield. President, H. E. French, Elk Point; secretary, Jennie Rudolph, Canton.

Dec. 26-28.—New Jersey State Teachers' Association, at Trenton. President, Henry M. Maxson, Plainfield; secretary, Lewis C. Wolley, Trenton.

Dec. 27-29.—Illinois State Teachers' Association, at Springfield. President, J. H. Collins, Springfield; secretary, Joel M. Bowlby, Metropolis.

Dec. 27-29.—Louisiana State Teachers' Association, at New Orleans. President, D. B. Showalter, Monroe; secretary, Miss Lula Soape, Shreveport.

Dec. 27-29.—Missouri State Teachers' Association, at Jefferson City. President, E. D. Luckey, St. Louis; secretary, H. E. Dubois, Kansas City.

Dec. 27-30.—Florida State Teachers' Association, at St. Augustine. President, Dr. W. E. Knibloe, Jacksonville; secretary, D. R. Cox, Tallahassee.

Dec. 28-30.—Montana State Teachers' Association, at Helena. President, M. A. Stapleton, Anaconda; secretary, Miss Maly Mullins, Butte.

Christmas week.—California State Teachers' Association, at Santa Rosa. President, C. W. Childs, San Jose; secretary, Miss M. F. Fitzgerald, San Francisco.

Christmas week.—Minnesota State Teachers' Association, at St. Paul. President, A. E. Engstrom, Cannon Falls; secretary, J. D. Bond, St. Paul.

Christmas week.—Arizona Teachers' Association, at Phoenix. President, W. B. Blount, Scottsdale.

Christmas week.—Michigan State Teachers' Association, at Lansing. President, J. W. Simmons, Owosso; secretary, M. L. Palmer, Jackson.

Dec. 31.—Indiana State Teachers' Association, at Indianapolis. President, F. M. Staker, Terre Haute; secretary, James R. Hart, Lebanon.

New York State Association of Grammar School Principals. Fifth annual meeting, Syracuse, Dec. 27-29. Secretary, James L. Bothwell, Albany, N. Y.

Holiday Conference, New York State Associated Academic Principals, Syracuse, Dec. 27-29. President, J. C. Norris, Canandaigua, N. Y.

Conference of Middle State Colleges and Preparatory Schools, Columbia college, New York city, Nov. 25 and 26. President, Dr. Julius Sachs, New York city.

New York State Science Teachers' Association, New York city, Dec. 29 and 30. President, Charles W. Hargitt, Syracuse university.

The business department of THE JOURNAL is on another page. All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to F. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.



### Industrial Work in School.

The New York Educational Council convened Saturday for the first time under its new constitution. A large number of women were present to take advantage of the recognition given them in the new constitution. The principal discussion of the day was opened by Prin. C. D. Larkin, of the Brooklyn Manual Training high school, upon the subject of what industrial work the curricula of primary and grammar grades may properly contain. He said that industrial work should have no place in the grades, unless it could be shown to be an essential. He proved it in this way: The brain is the seat of life, and the psychological laboratory has shown how surely the development of any one set of muscles causes a corresponding physical development of brain centers and consequently, brain power. The ceaseless activity of the child is a wise provision of nature to stimulate brain growth. Skill in physical movements should wait. Skill means complexity of brain structure. Develop skill and you stunt growth. To further this brain growth, and so lay the foundation for future skill, is the justification for industrial work in primary grades. Industrial work is the only adequate medium for the expression of the child's constructive ability. In English we find composition work necessary for the intelligent expression of mental images. Why is not graphic description necessary, as well as verbal? Manifestly, the school should direct the constructive abilities in the child, by drawing, woodwork, and the like. This work tends to make the child strong, alert, discriminating, truthful, observant; it increases his brain power, his power of imagination; it gives him breadth of view, discloses his personal bent, adds to his commercial value, and teaches him the dignity of labor.

The manual training or industrial work in the lower grades should run on well defined lines. Constructive work should be provided; less attention should be given to accuracy than to the amount required; copying should be given when deemed necessary; the image should then be removed in time and space from the student; he should be required to reproduce the mental image he has acquired; and finally, all the work should be adapted to the student's age, muscular activity, and brain power. In the early primary grades, pupils should draw from objects and reproduce. Simple objects should come first, gradually working towards objects with corners. Color work by disks should come early. Designing such things as wall paper should be left till the high schools. But trees, people, birds, and the like, in outline, can be drawn early. The mental images of the child should be expressed in mass, leaving detail till later. If the grouping is good, and the conception well expressed, technical errors can be forgiven.

Art should be left till the high school. The best elementary graphic and constructive work consists of the exercises of the kindergarten, and many of these may well be continued in the primary school.

Supt. Frank O. Payne, of Glen Cove, L. I., upon request for a few remarks from his experience, protested strongly against requiring accuracy from the students. In the exhibits of pupils' work, he said, too often the product of the pupil has been "doctored" by the teacher. He preferred to see a daub of muckilage here, or a loose joint there, for they were the marks of the student and showed sincerity and honesty.

Taking up the subject of the teacher's attitude toward current political events, Supt. S. R. Shear, of White Plains, forcibly expressed his convictions thereon. The teacher, he said, should become acquainted with the business men of the town, and get their views as to his school work; find out from them whether he was obtaining practical results from their point of view. He should identify himself with the political party toward which he is inclined. He should also belong to the church in whose teachings he believes. He should have convictions and not be afraid to express them. But they should be expressed conservatively, not defiantly. Judgment and common sense should be the teacher's guide in this matter. In state issues he should be even more cautious, and in local issues, the teacher should be neutral, for here his duty is to his town rather than to any party.

A general discussion followed, the general sentiment being that the teacher should refrain absolutely from bringing any expression of political opinion into the class-room, and that in all his political affiliations, he could not be too careful, or use too much tact, in dealing with a constituency holding different political faiths. All this, of course, without abandoning in the slightest degree, his rights and privileges as a citizen.

### Founder of Baltimore Female College.

Baltimore, Md.—Dr. Nathan Covington Brooks died in Baltimore October 4, in his ninetieth year. Thruout his long life, he was closely identified with the progress of education. At sixteen he began to teach, and at eighteen, he opened a private academy in Baltimore. Among his pupils were many who afterward became notable men in the social and political world. After holding several principalships, and editing several magazines, he became principal of the first high school in Baltimore, in 1839. At that time there were but 600 pupils in the city's schools. Nine years later, when he resigned as head of the school system, there were nearer 10,000 than 600 pupils.

He then founded the Baltimore Female college, and secured an endowment from the legislature. Emory college made him

a doctor of laws in 1859. He wrote a number of Latin and Greek text-books and contributed largely to periodicals.

### Occupations Classified.

As an aid to learning whether the Providence (R. I.) high school has educated its pupils "above working for their support," Prin. David W. Hoyt has classified the occupations of a large number of its graduates. A period of one generation of 33 years is covered, the record embracing those boys who entered the school from its opening in 1843 up to 1875 inclusive. Mr. Hoyt says in his report of the results of his investigation of the subject:

"Within this period about 2,000 boys entered the school. Of these 63 are known to have died young, before entering upon any regular calling; and probably the real number is considerably larger. Seven hundred and ninety have not yet been traced, leaving 1138 whose occupation has been determined. All the percentages which follow are based upon these 1138 whom we have traced.

"In classifying occupations, the greatest difficulty has been experienced with the terms 'clerk' and 'broker,' as these are used in so many different callings. It has been the aim to ascertain the class of work done by the individual and classify him accordingly. If the 'clerk' is a salesman, he is placed in the mercantile class; but if his principal business is writing and keeping accounts, he is arranged among the bookkeepers and accountants. The few 'clerks' (about 30 persons) whose exact work has not been determined have been equally divided between these two classes.

"Individuals employed in banks, railroad or insurance offices, city, states, or United States government offices are placed under those heads, whether bookkeepers or not. Presidents, secretaries, treasurers, superintendents, and agents of manufacturing companies, are placed under the head of manufacturers; but all others employed by manufacturing corporations, whose business it is to use the pen, are placed under accountants and bookkeepers.

"Mercantile Pursuits.—As might be expected in a city the high school prepares more boys for commercial pursuits than for any other. We have found 310 persons—a little more than 27 per cent. of the whole number whose occupation has been ascertained—engaged in mercantile pursuits. The largest number (33) are employed as druggists and apothecaries; the next largest as grocers and dry goods dealers, in equal numbers, (22 each). Then follow dealers in cotton (19), hardware (13), provisions (13), grain and hay (12), coal (12), commercial travelers (12), shoes (10), oil (9), real estate (8), watches and jewelry (8), clothing (5), furniture (5), and less numbers in more than 30 other departments of mercantile life.

"Manufacturing and Mechanical.—The next to mercantile pursuits, in point of numbers, are those in manufacturing and mechanical pursuits. In these departments of industry 243 persons have been engaged—a little more than 21 per cent. of the whole number whose occupation has been learned. It will be seen that this department and the mercantile together comprehend nearly one-half of all.

"Providence is largely engaged in the jewelry business. Sixty-eight high school boys have been employed in manufacturing jewelry and in the related callings of gold and silver refining, plating, engraving, chasing, manufacturing silverware, gold pens, etc.

"Next to the jewelers, in point of numbers, are cotton and woolen manufacturers, print work managers, etc., 40 persons, about the same number as in each of the professions, except the law. About 50 or 60 persons would be called mechanics, including iron, brass and lead workers (11), carpenters (9), practical machinists (8), masons (4), painters (4), tailors (3), carriage makers (2), etc.

"Bookkeepers and Accountants.—Third in point of numbers stand bookkeepers and accountants, 105 persons—more than 9 per cent. of the whole number.

"Banking.—Fourth in point of numbers stands banking, giving employment to 86 persons, or more than 7½ per cent. of the whole number. Some of these are bookkeepers as before stated.

"Insurance.—Insurance gives occupation to 32 persons, nearly 3 per cent. of the whole.

"Civil Engineers, Etc.—Of civil engineers, surveyors, architects, designers, draftsmen, etc., we find 40 persons, or 3½ per cent. of the whole.

"The Learned Professions.—Of lawyers and judges we find 66 persons, nearly 6 per cent.; of clergymen of all denominations, 45 persons, nearly 4 per cent. of physicians and dentists, 40 persons or 3½ per cent.—making 151 persons, or a little over 13 per cent. of the whole number of male pupils, in the three traditional learned professions—less than half the number engaged in mercantile pursuits and about five-eighths of the number engaged in manufacturing and mechanical pursuits.

"Other Callings.—Of farmers we find 25 persons, or nearly 2½ per cent. This includes not only those who are cultivating farms in New England and the West, but representatives of the high school who are raising cattle in our Western territories, oranges in Florida, and fruit in California.

"Twenty-two persons—2 per cent. of the whole number—are employed as officers and clerks by city, state or the United States governments, not including civil engineers.

"In the employ of steam and horse railroads and steamboats as superintendents, treasurers, cashiers, auditors, clerks, ticket agents, station agents, etc., there are 20 persons, 1.7 per cent. of the whole.

"Newspaper editors and reporters number 17 persons, 1¼ per cent. of the whole.

"In the regular army and navy are 16 persons, nearly 1¼ per cent. of the whole.

"Of other occupations there are less than 1 per cent. each, so that we give only the number of persons in each: Sailors, 7; actors and musicians (not teachers), 7; chemists (not engaged in manufacturing nor teaching), 6; artists, 6; electricians (including telegraph and telephone operators), 5; capitalists, with no other occupation than to take care of their money, 3.

"Roughly speaking one-quarter of them are producers, including in that class manufacturers, mechanics and farmers; one-half are distributors and exchangers, including mercantile pursuits, bookkeeping, banking, insurance and transportation; and one-quarter are in professional life, using that term in a wide sense, to include teachers, editors, chemists, artists, actors, musicians, army and naval officers, etc., as well as clergymen, lawyers and physicians."

### Educational Creed of the New School of Methods.

"I hold it to be true that a consideration of life and its activities is infinitely more important than the accumulation of general information; for the reason that the one is fundamental, the other is resultant. Further, I hold it to be true that a consideration of the child in his relation to life is more important than conveying general information to him; for, again, the one is fundamental while the other is resultant.

"The laws of education are so simple and so familiar that we refrain from seeking in them the fullness of meaning which suggests all the process of the teacher. These laws place before us at the outset these distinctive principles,

"I. The teacher must learn to consider the child before he considers the subject which he is to teach the child.

"II. The teacher must remember that the spirit of education lies in activity; it is out of activity that we deduce that general information about subjects and things which is so often mistaken by us and accepted as education itself."

—Thomas Tapper.

These principles were set forth by Mr. Tapper in his initial address before the New School of Methods, at Hingham, Mass., and they are the same that have been successfully embodied by him and Mr. Ripley in the "Natural Course in Music." The fundamental soundness of the principles is evidenced by the fact that they were accepted as a guide by teachers with opinions so diverse and personalities so marked as those who taught and lectured last summer at Hingham. The creed thus enunciated was tested at the school in a practical spirit of pedagogy, and with reference to the needs of every-day school life. The enthusiasm of the teachers who applied the principles bore testimony to their progressiveness and educational practicability.

The sessions of 1898 were by far the best attended of the school's four years of existence.

### A Commercial Course Arranged by Business Men.

New Haven, Conn.—The commercial course of the Hillhouse high school has been working for a little while under its late revision, and is a pronounced success. The method of arranging it was somewhat unusual, though results are proving the wisdom of the scheme. Last March Prin. Scudder asked the business and professional men of the city, and the public in general, to reply to a list of fourteen questions as to what the commercial course of the high school should contain. His confidence in the interest of the people was more than justified. Many replies were received, giving personal opinions, and the reasons therefor. A number of business men went to Prin. Scudder and talked over the matter, making their suggestions in person. All these suggestions were classified, and the course of study was arranged to agree with the consensus of opinion. In spite of the large number of technical studies in the course, the broadening subjects of geography, science, history, literature and rhetoric are not omitted. Following is the new course, the figures in parenthesis indicating the number of periods per week:

First year—English literature, composition, grammar, rhetoric (4), history with special reference to the development of industries, trade and commerce (3), algebra (5), physical geography (3), bookkeeping, commercial, arithmetic (5), drawing (1).

Stenography may be taken as an additional subject in the first year by pupils whose work in every other study is entirely satisfactory.

Middle year—English literature, composition, grammar, rhetoric (4); geometry (4), modern history (3), actual business (4), commercial geography (1), chemistry and physics, half year of each (5). Elective—typewriting and stenography (5), (may be taken by those only whose standing in all other studies is good).

Senior year—English literature, composition, grammar, rhetoric (4), actual business (2), physics or chemistry (5), United States history and civil government (4), commercial law, 20 lessons; history of commerce, 20 lessons; political economy, 30 lessons; political science, 30 lessons; elective, stenography and typewriting (8).

### Connecticut State Teachers' Association.

New Haven, Conn.—The fifty-second annual meeting of the State Teachers' Association was held in New Haven Friday and Saturday of last week. There was the usual large attendance. The different sections were distributed thru the city, and the meetings were profitable and well attended.

#### KINDERGARTEN SECTION.

In the kindergarten section, at Harmonie hall, Miss Rachel King, of New Haven spoke on "Kindergarten Problems." A garden, she said, properly should be a part of the kindergarten material. Life interests the child, and many pets should be a part of the kindergarten. Teachers should seek the "right moment" for the presentation of any subject, as well as for the development of the body and mind. The aimless work done with beads and peg boards, she would have put aside, as well as the incessant clapping of hands. The fairy story might be told in a proper way.

#### PRIMARY SECTION.

In the primary section, Prin. Marcus White, of the New Britain normal school, spoke on the proper literature for children. From his teaching experience he deduced several general principles. Children's literature should be selected on account of the interest it awakens in the children themselves, and not because it may appeal to older people. It should be carefully calculated to agree with the age of the child. Form, movement and rhythm are important factors, and often the child will be fascinated by these elements in poetry before he can understand the meaning. This fascination offers a good chance for the teacher to instil a love of literature in the child. Reading should be accurate and fluent. The teacher must be a sympathetic interpreter of literature.

#### INTERMEDIATE SECTION.

The intermediate section devoted its time to child study, and short addresses were made by Prof. Scripture, of Yale, Dr. W. N. Burnham of Clark university, and Prof. Trumbull Ladd, of Yale. Prof. Will S. Monroe, of the Westfield (Mass.) normal, gave the final paper, on "The Results of Child Study and Their Application." Of the experimental studies in the line of writing, Prof. Monroe said that they indicated that writing with pen and ink should be deferred to the second or third year of school life, and that early writing should be in large hand on the blackboard. Drawing should precede writing, and all early exercises in this subject should be from natural objects and not from type forms.

The results of the studies of Hall, Greenwood, Brown, and the Berlin teachers indicate that the child enters school with a larger range of ideas than has hitherto been supposed. So in reading, the child must acquire word symbols for these ideas. In spelling, the speaker said that the child was taught too much by the eye, with the result that all sorts of defective vision were developed. The ear and the hand should reinforce the eyes.

Much of the work of the primary school in numbers is absolute waste, for the power to compute does not develop to any great extent until the tenth year. In geography, all studies of children indicate a pronounced interest in local forms and forces, in people and industrial activities. Commercial geography should be introduced early. In history, the researches of the late Mrs. Barnes and the speaker show that the child's basis of belief in a historic fact rests upon, first, hearsay; second, some visible connection with the past as relics and memorials; third, general reading; fourth, histories; fifth, logic.

#### GRAMMAR SCHOOL SECTION.

In the grammar school section, Supt. Horace S. Tarbell, of Providence, spoke on "The Place of Commendation in Teaching." He said in part:

"Teaching is the art of commendation. We ought to commend, to give encouragement to pupils, to show that we are in sympathy with effort, to reward pupils for drudgery, to create an ideal of excellence in the mind of the pupil; to make the pupil sure what is right. After a failure by one pupil and a success by another the right act should be commended so heartily by the teacher as to impress it upon the mind of the pupils. Our corrections ought to be made orally as much as possible.

"Commendation associates pleasure with right things. It is the most effective criticism. We should say 'do,' not 'don't.' Encouragement, cheerfulness should be in the air of the school-room. To threaten children with the probability of failure in promotion is a sure way of accomplishing it.

"To assign lessons to be taken over again is usually a damage to the spirit and the progress of the class. If a lesson is not well prepared, those things in which the pupils have succeeded should be made clear to them, and what they are to do in preparation of the next lesson should be pointed out. There should be some advance work also assigned with the review, to prevent discouragement.

"We should commend effort rather than results; we should commend results rather than persons. We should commend grace, courtesy, fine bearing, kindness, as well as progress and success in study. There is danger that children may grow to live upon praise and work only for it. This may be true if the children themselves are commended rather than their success. Praise only for progress. A child who has been once praised for an attainment should next be praised only when he surpasses. If we praise mediocre things we disparage the capable and reduce the standard of the class."



## New York City.

### Manhattan.

The work of filling the vacancies in the schools is at last well under way. The examinations for licenses to teach have been delayed, because of the non-appointment of examiners, until long after the schools opened, and as a result, the number of licensed teachers some time ago ceased to be adequate to the needs of the schools. But as soon as the examiners were appointed, they went to work, and already have accomplished considerable. Examinations for teachers in the evening elementary and high schools in Manhattan and Brooklyn were held October 8. Four days later, a written examination for shop work in Manhattan was held, and on October 15, the practical examination was held. Vacancies in the regular schools will first be filled, then kindergartners will be provided for the new rooms which are being opened in the stores and dwelling houses. As soon as these are provided for, the special teachers' examinations will be held, and then the license No. 2 examination for Manhattan.

### La Fayette Day.

Wednesday was La Fayette day in all the schools of the greater city. The boards authorized the last hour of the day to be given up to patriotic exercises historical and biographical accounts of Gen. La Fayette, and his services to this country. The four high schools of Brooklyn were presented with framed photographs of the statue of Nathan Hale, the martyr spy of 1776. The presentation was made by the Sons of the Revolution of New York state.

### Salary Schedule News.

Supt. Jasper objects to the new salary schedule on the ground that it does not make any distinction between primary and grammar grade teachers. The latter, he says, have more home work to do than the former, in the nature of correcting exercises, compositions, and the like, and hence should receive more pay.

Supt. Jasper gave the following directions to his borough superintendents as to making out the lists of teachers under the new salary schedule: List 1 includes the names of all teachers who have served three years or more and have a permanent license. They are to receive \$660. Under this head come all teachers of grammar boys who receive less than \$720, all who in mixed schools, receive less than \$690, and in girls' schools less than \$660.

List 2. If those in class 1 have no permanent license, their salary remains \$573.

List 3. All who have taught less than one year and receive \$504, continue at \$504.

List 4 includes all women teachers of boys or mixed classes in the last four years of the course, and all women teachers of boys or mixed classes in the first three years of the course. The superintendents may or may not recommend the former for the extra allowance of \$60 per year, and the latter for the extra \$36. This list also includes all teachers instructing boys or mixed classes of the fourth and fifth years who do not receive the regular schedule salaries. These may be recommended for the extra \$60 or \$36, for instructing boys or mixed classes respectively.

Under this schedule the teachers of Manhattan and the Bronx were paid Monday. The pay rolls of the other boroughs were delayed, Queens and Brooklyn sending in theirs shortly after the Manhattan-Bronx teachers had been paid.

### The Budget and the Board of Estimate.

When the budget for 1899 was presented to the board of estimate, the sum of \$12,000,000 more was asked than last year. An increase of \$1,638,579.89 in Manhattan and the Bronx was asked for teachers' salaries. Most of the rest was for new school buildings and their equipment. A large cut was expected in this item. The matter of salaries was taken up first, and the mayor discovered that increases of from \$3 to \$750 a year were called for. Mr. Hubbell explained that the new schedule was much like the Ahern bill favored by the mayor. But the mayor was determined to cut, so he ordered the preparation of a new schedule, in which the common school teachers should receive a raise and the special teachers and high school teachers should wait. There the matter rests.

At present it looks as if the board of estimate would allow a large portion of the amount asked for new schools. Adequate school accommodations was one of the chief planks in the platform on which the present administration was elected, and there has been considerable public clamor that it should be carried out to the letter. The board of estimate seems inclined to reconsider its first determination to cut about \$6,000,000 out of the new buildings' item.

The Primary Teachers' Association of New York will hold a general meeting Monday, October 24, at 4 p.m. at the Normal College, Lexington avenue and Sixty-eighth street. Prof. M. V. O'Shea of the University of Wisconsin will lecture on "Some Applications of Modern Biological and Psychological Science to the Training of Children."

### Prospectus of Teachers' Study Class.

Kindly note in your columns and oblige New York City Teachers Association. Dr. Wm. L. Ettinger, President.

In order to fulfill conditions required by the board of education in reference to "Grade A" and "Head of Department" licenses, a systematic plan of work has been outlined. The lectures in connection with this course will be given at the Normal college on successive Tuesdays and Fridays at 4 P. M. The committee hope to arrange courses on the following subjects:

Scholastic.—English literature, American history and civics, physiology, biography.

Professional.—Methods of teaching, history of education, applied psychology.

We are endeavoring to secure the best talent attainable, and hope to have the services of some of the leading educators of Columbia and New York universities, New York college, and other successful metropolitan schools.

A duly accredited certificate will be awarded to those who satisfactorily complete two courses.

Fee for certificate and tuition (both courses) \$3.00.

(Only for members of the association.)

Blanks upon which teachers can register their names and indicate the courses desired, will be sent to the delegates, who will please circulate the lists and return the same in accordance with the directions printed thereon. Promptness in this matter will greatly help the committee.

EDW. W. STITT,

Chairman Committee on School Work.

### Brooklyn.

#### License No. 2.

The examination for license No. 2 in Brooklyn was held Oct. 15, in old P. S. No. 3. It embraced tests in the subject matter and methods used in elementary schools. Physics, English literature, drawing, civil government, grammar and composition, physical geography, botany, zoology, mathematics, and the science of education were the subjects for examination. The questions were asked almost entirely from the standpoint of the elementary schools, with a view to ascertaining primarily the fitness of the applicants for teaching in those schools.

#### Brooklyn Teachers' Association Courses.

Monday night a finely attended meeting of the Brooklyn Teachers' association was held in the girls' high school. This association is the largest local teachers' association in the United States, and proposes this year to branch out its work along university lines. It is hoped and expected that the courses will be accepted by Supt. Ward as meeting the requirements for the A and head of department certificates. The meeting was held chiefly to explain the courses to the teachers. But Pres. Haaren announced that the formal recognition of the work could not be made until the work had been completed. However, the authorities are in sympathy with the movement, and the work of the association probably will be recognized. A full account of the meeting will appear next week.

#### Graduates of New York Normal Schools.

Association of Graduates of State Normal Schools.—President, Mr. Edwin H. Schuyler, Albany S. N. C., Haworth, N. J.; first vice-president, Henry W. Saxe, Oswego S. N. S., Demarest, N. J.; second vice-president, John C. Rockwell, Potsdam S. N. S., Port Chester, N. Y.; secretary and treasurer, Dr. D. P. Austin, S. N. C., 12 W. 95th St., New York city. Directors: J. Frank Wright, S. N. C., Gram. School No. 7, N. Y. city; Dr. D. P. Austin, S. N. C., 12 W. 95th St., N. Y. city; Dr. C. R. Abbott, S. N. C., 287 Macon St., Brooklyn, N. Y.; Dr. A. H. MacIvoo, S. N. C., 716 E. 138th St., N. Y. city; Miss Ida M. Babcock, S. N. C., New Rochelle, N. Y.; Miss F. C. Gokey, Oswego S. N. S., 669 10th St., Brooklyn, N. Y.; Miss Grace W. Foster, New Paltz S. N. S., 261 Clinton St., Brooklyn, N. Y.; Oliver D. Clark, Genesee S. N. S., Brooklyn high school, N. Y. Assistant secretaries: Miss Amelia B. Meyers for Oswego S. N. S., Hasbrouck Inst., Jersey City; Dr. Floyd M. Crandall, for Genesee S. N. S., 113 W. 95th St., N. Y. city; Mr. Edgar L. Hopper, for Cortland S. N. S., 1090 Leggett Ave., N. Y. city; Miss M. F. Parsons, for New Paltz S. N. S., 107 Gates Ave., Brooklyn, N. Y.; Miss Grace O. Palmer, for Brockport S. N. S., 338 Lenox Ave., N. Y. city; Miss Augusta de F. Taylor, for Oneonta S. N. S., Great Neck, N. Y.; Mrs. Harriet Tarbox Darling, for Fredonia S. N. S., 203 W. 52nd St., N. Y. city; Mr. Fred. A. Duncan, for Albany S. N. C., 675 E. 144th St., N. Y. city.

A rule went into force last February that when a normal school was represented at the yearly meeting by two or more of its graduates, it should be entitled to a member of the official board who should be styled assistant secretary. He should act under the instructions of the secretary and aid him in obtaining corrected lists of the graduates of his respective school and in sending out circulars for the yearly dinner.

When a school is represented by five or more graduates at a yearly dinner, such school should be entitled to a director on the governing board, as well as an assistant secretary.

At the meeting last February, every state normal school in New York was represented by two or more graduates except Jamaica, which was started in 1897 and had no graduates. Albany, Cortland, and New Paltz were represented by their principals.



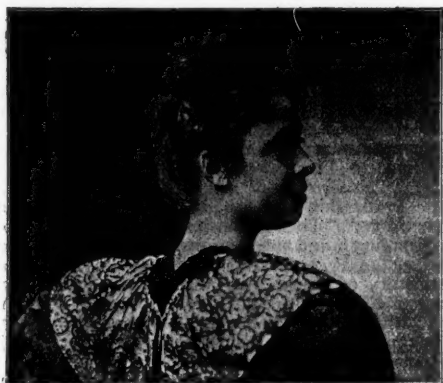
## Supt. Andrews Meets His Teachers.

At the meeting of the federation, the teachers had an opportunity to make a bow and shake the hand of Dr. Andrews as they passed in procession before him, after he had given a short talk. He said the danger of an organization of the size of the federation was that the teachers would rely upon it instead of upon themselves for promotion; it was likely to become a political organization. Dr. Andrews has taken such a stand against promotions thru "pulls" that nearly everything he says seems to have some bearing upon the subject. The consequence is, that the teachers are beginning to think that perhaps there may be some reward aside from an approving conscience for those who do the very best work they are capable of doing, and who, without any undue conceit, recognize its value.

We smiled at first when the newspapers gave us accounts of his strong endeavors to have the appointments come from the superintendent's office, because we thought that no man who valued his position could afford to make himself obnoxious to the board by his steady determination to do what he knew to be the best thing for the schools of Chicago.

The board members are intelligent citizens, and know that the superintendent, being responsible for the schools, ought to be the determining force. We see signs of an acknowledgment of this fact on the part of the united body, owing to Dr. Andrews' firm stand.

The pessimists say, "If he can only keep it up;" but after seeing him and hearing him speak, I think that even the most confirmed pessimist of them all must admit that if any one



Mary Jean Miller, President of the Chicago Kindergarten Club.

is to have his own way, Dr. Andrews is the man. We liked what he read about him, and we like him more after the address he delivered at the Central music hall.

### PRAISE FOR CHICAGO SCHOOLS.

He admonished us; praised us; smoothed us; and last, but not least, made us laugh; and hidden in the severest school-ma'am's heart is a very strong liking for a school official who has sense of humor and knows how to tell a story. That is one of the reasons we all flock to hear Mrs. Young, and sit on the steps of the hall for an hour, to be sure to get a seat.

He began his address by telling the story of the farmer who urged his son to marry. The son objected very strongly, but his father said it was the duty of every man to become a householder, consequently he must do it, quoting himself as an example:

"But you married mother, and now you want to push me out to court a stranger," cried the much-afflicted youth. Dr. Andrews said he was in the same position. He had come to court a stranger, and would say, that whatever the feelings of the other party, he was deeply in love. Now, could anything be more gallant? And he looked as if he meant it, too, altho he afterward called his audience "veterans," not "novices."

He had no reflections, nothing but praise for the school; nothing new to voice, but the ideas, being old, did not detract from their value.

He would advise a principal to live in his district if possible, and by being an honored and honorable member of the community, bring his school into repute. Pay his bills, at least once a month, be obliging, take no violent side either in politics or religion, but stand up for the right, in spite of everything; be enthusiastic and magnify his office. After careful precautions about the sanitary conditions, the esthetic should be attended to. The yard should be turfed, so that the school might be the center of attraction in the neighborhood. After the outside was attended to, then the inside should be looked after. Dr. Andrews joined in the "craze" for school decoration, but it must be tasteful.

If any advice was needed, or if the teacher felt in doubt, she would always find counsel in the superintendent's office. I think we were somewhat appalled for a minute at this, but the little joke struck us simultaneously, and we laughed, at which he looked surprised, and then said, "Of course I mean that I will suggest a place to go where you can get the best."

### HINTS TO TEACHERS.

Supt. Andrews believes that a good teacher like a poet is born, not made; but he gave a few hints that he thought might help: Never get angry or out of patience—one lost her influence by that. Never use sarcasm, nor opprobrious epithets. No woman was fit to teach who called children blockheads. Hopefulness about a slow pupil sometimes affected the pupil himself, but discouragement should never be allowed to appear. Be true men and women, with no partiality to race or religion. Be interested in the work or play. Forever keep young. Play with children, if you dare; if you do not dare, cheer them.

Principals should be kind and considerate to all, but especially to young teachers; if they realize that any one has a bit of ill-will toward them, they should strive to overcome it by special kindnesses. There should be no favorites; with criticism should come acknowledgment of success. The besetting sin of educational authorities is the attempt to suppress the individuality. There is too much supervision. The youngest teacher in the school may have a better idea than any one else. We are supposed to have liberty, but it is nominal rather than real.

Here Dr. Andrews told the story of the colonel who harangued his men whose time of enlistment was up, but who had not finished the work begun. The men were homesick; he told them that legally they were free, and any man who wanted to go, should step forward. "But," he added, "the first man that does so I will drive my sword in his body up to the hilt." To the everlasting glory of the Berkshire boys, not one stepped out! The application amused us greatly. Dr. Andrews did not need to be here many weeks to discover the shadow from the substance in our so-called freedom.

### ADVICE TO PRINCIPALS.

He said he should advise principals to say to assistants something like this: "I leave it to you to see who can be most original, most modern, and obtain the best results." Let them get the glory which belongs to them, or the blame, according to their deserts. Criticise privately, not publicly. Have a hobby, most decidedly, but do not hamper teachers with it. Knowing your hobby, the teachers will pay attention to it without any pressing, and they might otherwise neglect more important things. It is necessary for a principal to have good health, the result of attention and care.

Never seek promotion by anything but merit, by fidelity and efficiency, and do not resort to buttonholing and intrigue. We are not adequately remunerated with money. Dr. Andrews said that if he were to set a money value on ten or a dozen teachers he had met since he came to Chicago, he would say a million a day for minimum and increase at a thousand an hour until an infinite amount was reached.

Mrs. Young has been appointed supervisor of the domestic arts, and we are beginning to think she is being imposed upon. She is so capable, so willing, and everything she undertakes is so well done that it would surprise nobody if she were appointed head of manual training, and gave a practical demonstration of the way to make a chair. She is an inspiration to the teachers who feel themselves incompetent to manage household affairs, owing to their exclusive attention to intellectual work.

But she does not approve of caps, as savoring of servility. Wouldn't it be the nicest thing in the world if all homekeepers wore caps when they were cooking? Many ladies do, and surely no one ever thinks of servility with reference to them, only of sweet service, sweetly and neatly given. Nor do we think of servility when we see the nurse's uniform.

Mr. Brennan has been on the board so long that every teacher looks upon him as a personal friend, and it is said that he enjoys their visits to his office, instead of thinking them nuisances, as most members do.

Constructive work threatens to be the fad of the year. Last year it was ratio; but that has settled down into as steady a thing as geography.

Mary E. FitzGerald.

### A "Mary Lyon" Breakfast.

Boston, Mass.—The Boston Mt. Holyoke alumnae association gave a "Mary Lyon Breakfast" October 15th. Twenty-five members of the association, representing the classes from 1838 to 1860, were the hostesses. Each wore in honor of the founder of Mt. Holyoke college a white turban and old-fashioned kerchief such as Mary Lyon used to wear. The members and guests, eighty in number, met shortly before 11 o'clock, when breakfast was served. On each menu was a picture of Mary Lyon. Beside each plate was a leaflet containing an illustration of the new Mary Lyon hall at South Hadley.

Many reminiscences followed the breakfast. At a business meeting held later a report was read by Mrs. Leavitt of Somerville, a delegate to the annual meeting of the national association which met at the college last June. Mrs. Leavitt, spoke particularly of the great need of an art building in connection with the college.

Mrs. Sarah Cushing Boynton, class of '48, also read a paper, giving a picture of Miss Lyon and her power as a teacher. She also spoke of the popularity of Mt. Holyoke college and stated that of the 900 applicants this year, it was possible to accommodate less than 500.

## Interesting Notes from Everywhere.

At the next meeting of the Eastern Ohio Teachers' Association to be held at Bellaire, Nov. 25 and 26, Dr. J. N. Bashford, president of the Ohio Wesleyan university, will deliver the annual address. His subject will be, "Twentieth Century Problems."

New Canaan, Conn.—The teachers of New Canaan meet every month to discuss educational topics among themselves and with the people of the town. EDUCATIONAL FOUNDATIONS is used as a basis for their conferences. At the last meeting, the subject of moral education as a prime requisite in all teaching was discussed. The subjects are announced the week before the meeting in the town paper.

A Berlin astronomer claims to have discovered a new planet between Mars and the earth, which he thinks has come into the solar system thru the attraction of one of the superior planets. Its orbit about the sun is very elliptical and takes 645 days.

Philadelphia, Pa.—The school children have collected \$2,305.55 for the benefit of the various hospitals in the city which have taken care of sick and wounded soldiers.

Birmingham, Ala.—Chairman Gilbert, of the Lauderdale educational campaign committee is making strenuous efforts to have the public school term lengthened to six months a year. To do this, he suggests a bill providing for a school tax of one-quarter of one per cent., in addition to the appropriation of \$100,000. The legislature has shown itself opposed to increasing taxation, and it will take a hard fight to accomplish the desires of the friends of education in Alabama.

## Efforts for Uniformity.

St. Paul, Minn.—Supt. A. J. Smith recently called his principals together and made a number of suggestions looking to greater harmony in the system. His first idea is to have a series of grade meetings and conferences between teachers of the same grade, to discuss the various methods they are using and the results obtained. In this way, it is thought, the most successful methods will come to be generally adopted, and there will be more uniformity in the courses and in the teaching. As a preliminary to this, committees have been appointed to arrange for the grades different courses in spelling, United States history, and nature study. A new speller has been adopted, and the work for each grade will be outlined at once.

Supt. Smith is trying to have more salary voted for those teachers who have two half-day classes.

The proceeds of the art exhibit of last spring soon will be distributed among the various schools for the purchase of pictures for the school-rooms. The nine largest schools will receive \$30 apiece and the smaller schools \$10 and \$15 apiece, according to size.

## Salaries and Excuses.

Oswego, N. Y.—At the last meeting of the department of education, a petition was presented, signed by nearly all of the eighty teachers, asking for a raise of \$50 a year in their salaries. The argument was that the other city departments had raised the salaries of their employees, and the education department should do likewise. This would mean an expense of \$4,000 more every year, and there is little prospect that it will be voted.

The department also brought up the old matter of teachers' excuses when absent. Seven excuses were presented for absence, nearly all of them giving illness as the reason. Mr. Hastings, of the teachers' committee, argued against taking days of absence out of salaries, and moved that the excuses be granted with full pay. Only two members voted in favor of the motion. It was argued that the department's finances would not admit of paying teachers for work that was not done.

## Books.

A course of "Nature Study by Months" for elementary grades has been prepared by A. C. Boyden, A. M., of the Bridgewater (Mass.) normal school. The plan includes the study of plants, animals, etc., from September to June, and takes the child's observation as the starting point. The teacher serves as the guide, suggesting material, stimulating and directing the observation and thought. This work will lead to an appreciation of the beauty, harmony, adaptation, and plan in the world about us. These studies may be used to cultivate the various forms of expression, such as drawing, coloring, oral and written language, and in cases that readily admit of it, construction. The book is handsomely and appropriately illustrated. (New England Publishing Co., Boston and Chicago.)

"A Runaway Couple," by Oliver Lowrey, is a story of New York life, in which a wealthy parvenu family, a lord, a poor young man, and a newspaper reporter play leading parts. The poor young man and the lord are rivals for the hand of the wealthy man's daughter, and the efforts of the noleman and the mother to conciliate the daughter give rise to many interesting incidents. Incidentally, the author depicts the ways of the reporter for the "yellow" society journal and the pleasures of the lower ten thousand. (F. Tennyson Neely, New York.)

The second and concluding volume of "The Historical Development of Europe," by Charles M. Andrews, is a book of sufficient size to treat with a fair degree of detail the many and complicated questions that have arisen from the Congress of Vienna to the present time. After a brief statement of the condition of Europe in 1850, the following topics are considered: "The Rise of the Second Empire;" "European Diplomacy and the Crimean War;" "The Constitutional Development of Piedmont and the Final Attainment of Italian Independence and Unity;" "The Growth of Prussia, the Struggle with Austria for the Leadership in Germany, and the Final Attainment of German Unity;" "The Establishment of the Dual Monarchy (Austria-Hungary), and the Progress of the Eastern Question from 1850 to the Present Time." The last five chapters deal with the history of the leading continental powers, beginning in the case of Russia with 1856, of Italy with 1861, of Austria-Hungary with 1867, of France and Germany with 1871, and present in rapid survey the chief characteristics of the history of these countries to the close of the year 1897.

In his treatment of the various movements, the author has given very little space to the description of military campaigns, and has omitted, with a few important exceptions, all discussions of a biographical nature. The author has endeavored to avoid, on the one hand, the giving of undue importance to persons and events, and, on the other hand, of minimizing the personal equation, laying too much stress on underlying and hidden forces, and looking on the great men of the era as dominated by influences beyond their control. (G. P. Putnam's Sons, \$2.50.)

No. 10 of the 1898 series of Little Journeys to the Homes of American Statesmen is a monograph on "John Jay," by Elbert Hubbard. It is written in a bright style, and gives an excellent idea of the man, his character, and the services he rendered to the country. The other statesmen in the series this year are Washington, Franklin, Hamilton, Sam'l Adams,

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Boston, New York, Chicago



John Hancock, John Quincy Adams, Jefferson, Webster, Clay, Seward, and Lincoln. (G. P. Putnam's Sons, New York. Ten cents each; \$1.00 a year.)

Teachers who have seen "Book One" of The Mason School Music Course will be pleased to learn of the publication of "Book Two" of the same course, by Luther Whiting Mason, Fred. H. Butterfield, and Osborne McConathy. This book is marked by the same excellent choice and arrangement of material and the same adaptation to the needs of school work as "Book One." It is designed to follow and complete the instruction begun in that book, but is in itself quite complete, beginning as it does with the simplest tonal and rhythmic elements. Special attention has been given to the minor keys, or modes. A new feature that will be useful in rural schools is found in Appendix A. A third part for the bass has been added to most of the two-part songs. This has been made simple, in order to accommodate the immature voices of the young bass singers. (Ginn & Co., Boston.)

Formerly, the little astronomy that young pupils learned was likely to be in the shape of questions and answers in the back of the geography, in which figures played a conspicuous part. Miss Mary Proctor has found a better way of teaching astronomy. She has written a little book called "Stories of Starland," in which the main truths of this grand science are so stated that the younger pupils will become interested in them. If the book were used as a supplementary reader, the pupil would obtain an elementary knowledge of the solar system, in an easy and pleasant way. Appropriate selections of verse are scattered thru the book, and the illustrations are numerous and attractive. (Potter & Putnam Co., New York.)

A well-edited volume of "Selections from the Poetical Works of William Cowper" is contributed to the Athenæum Press Series by James O. Murray, LL.D., professor of English literature in Princeton university. The Task and many of the shorter poems are in the collection. The editor has contributed a long and scholarly introduction and a very complete bibliography. (Ginn & Co., Boston.)

If one would keep abreast of the movements of science in this age, when new discoveries and applications are being made nearly every day, one must read the books that the investigators are sending out. One of these is "The Discharge of Electricity Thru Gases," being a series of lectures delivered on the occasion of the sesqui-centennial celebration of Princeton university, by J. J. Thomson, professor in the University

of Cambridge. The subject is an important one, both from a theoretical and a practical point of view. Mathematical formulæ are given to help in working out the effects observed with accuracy. Numerous diagrams are used to illustrate the experiments described. (Charles Scribner's Sons, New York. \$1.00, net.)

One of the latest of the stories of G. A. Henty, the historical romancer, is "Both Sides of the Border," in which Hotspur and Glendower, the Shakespearean characters, figure prominently. The time is just at the opening of the fifteenth century, before the kings had fairly got the upper hand of the nobles. A coalition against the king was formed by the Percys, Douglas of Scotland, Glendower of Wales, and Sir Edward Mortimer, which King Henry was fortunate enough to defeat. These stirring events are described with that vividness for which Mr. Henty's style is famed. The twelve illustrations are by Ralph Peacock. (Charles Scribner's Sons, New York. \$1.50.)

It is not often that one finds such an excellent collection of prose and verse as is contained in Book I, grammar grades of Williams' series of volumes of "Choice Literature." It is all of the highest quality, and of a pleasing variety. The British authors drawn on are Scott, Hunt, Lamb, Jean Ingelow, Dickens, Moore, Newman, George Eliot, Hood, and others, while the words of such Americans as Irving, Beecher, Bryant, Taylor, Webster, Parkman, Drake, Poe, and others, adorn its pages. The next volume, Book II, grammar grades, is even better; that is, from an adult reader's standpoint. It introduces the reader to the best literature of the language. Some of the authors are Hugo, Longfellow, Macaulay, Bryant, Campbell, Shakespeare, Burns, Browning, etc. We can scarcely give a conception of the wealth of material to be found in its pages. Such books deserve a wide circulation. (Sheldon & Co., New York.)

America's greatest medicine is Hood's Sarsaparilla, which cures when all other preparations fail to do any good whatever.

#### THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education. We publish THE TEACHERS' INSTITUTE, monthly, \$1 per year; THE PRIMARY SCHOOL, monthly, \$1 per year; EDUCATIONAL FOUNDATIONS, monthly, \$1 per year, and OUR TIMES (Current Events), semi-monthly, 50 cents per year.

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## Literary Notes.

Dr. Edward Emerson, the son of Ralph Waldo Emerson, has written an article which will appear shortly in the "Ladies' Home Journal," entitled "When Louisa Alcott was a Girl." Dr. Emerson was a boy in Concord, in the time about which he writes, and he gives a new view of Miss Alcott as a sprightly and merry-making girl.

In writing of "Architectural Forms in Nature" in Appleton's "Popular Science Monthly" for November, F. S. Dellenbaugh, tells of many striking resemblances to the works of man, which nature, unaided, has made. Such a collection of natural wonders will make interesting reading.

Henry M. Stanley, the explorer, will have an article on "My first Fight in the Jungle," in the next "Ladies Home Journal."

The Doubleday and McClure Company, has just celebrated its first anniversary by publishing Mr. Kipling's new book "The Day's Work." This contains a dozen of Mr. Kipling's best stories, and has been three or four years in process of writing.

In the new war series of articles about to be begun in the "Century," Capt. Charles D. Sigsbee will give a full account of the destruction of the Maine, in the November and December numbers.

The Doubleday and McClure Company, is now mailing, free of charge, any of its books on approval, to prospective buyers out of town. The books may be returned if not desired. The company says that the percentage of losses is almost nothing.

In the November "Harper's," Lient. J. C. Fremont, commanding the Porter, has an article on "Torpedo-boat Service," treating of its value, and heroic incidents of the war. Frederic Remington writes and illustrates an article on the soldiers of the fifth corps in their first battle.

### Recommended to Libraries.

In October, 1897, we noted the publication of an attractive historical work, "Annals of Switzerland" by Julia M. Colton, press of A. S. Barnes & Co. By a recent vote of the Board of the State Library, that volume has been added to a limited list of books, recommended to all public libraries. During the year 1897, there were published in this country 4,928 books. From this number only 212 volumes are included in the honored list which, thus authorized, should be studied by all interested in making additions to a library.

A portrait of Gabriel Compayre, will appear in the November "Educational Review," together with a paper on this famous French educator, by William W. Payne. Other articles will be "Kaut's Theory of Education," by J. Lewis McIntyre; "The Fine Art of Teaching," by Elmer E. Brown; "Three Years in the Life of a Child," by Mary F. Monroe; and "An Inductive Study of Interest," by Mary E. Laing.

## Interesting Notes.

### Injury to Brain.

A strange case was lately treated at St. Vincent's hospital, New York city. William Larsen, of Brooklyn, was brought to the hospital in an unconscious condition. A block from a derrick on one of the piers had fallen on his head and cut a hole nearly three inches across thru his skull on the left side of his head. Much of the third convolution of the brain was destroyed by the blow and more was injured. To the surprise of the physicians the man regained consciousness, and rapidly became convalescent.

### Matches Made Without Phosphorus.

Kohlman Rosenthal, an Englishman, and Dr. Von Komocki, a Berlin chemist, declare that they have invented a match that will strike anywhere, and no phosphorus is used in it. This invention, they say, will do away with the horrors of necrosis, or decay of the teeth and jaw, to



There are frauds in soaps as well as other things. Sometimes a grocer will offer you a substitute for Ivory Soap, because his profits are larger on the substitute. He and the purchaser are losers in this transaction. The dealer ultimately loses the customer, and the customer suffers from the mischief of the substitute. A person accustomed to Ivory Soap will not be satisfied with any other. Ask for Ivory Soap and insist upon getting it.

A WORD OF WARNING—There are many white soaps, each represented to be "just as good as the Ivory"; they ARE NOT, but like all counterfeits, lack the peculiar and remarkable qualities of the genuine. Ask for "Ivory" Soap and insist upon getting it.

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which employees in match factories are subject. In the so-called safety matches the prepared surface on the box and not the match contains the phosphorus required for ignition.

### Productions of the Northwest.

Minnesota, North Dakota, and South Dakota have produced this year crops the value of which is estimated to be \$150,000,000. The three states have raised 200,000,000 bushels of wheat, 75,000,000 bushels of corn, 90,000 bushels of oats, and several million bushels of barley, flax, potatoes, a large crop of hay, and several million dollars worth of hogs, cattle, and horses.

### The Cleveland Farm School.

Ex-President Cleveland has given 100 acres of land at Princeton, N. J., to John Henry Vroom, a Princeton graduate, for a farm school for boys. The land is to be divided into four separate farms, and these farms into acre plots for cultivation by individual boys, who are to receive a portion of the profits from produce raised. Letters of application from boys from all parts of the United States have been received. Scores of boys from New York and Philadelphia were told to report Sept. 15. Mr. Vroom, the originator of the scheme,



JOHN HENRY VROOM

says of it: "We want to make the boys self-supporting and to give employment and education to the largest number. Agencies will be established in the principal cities who will select boys who have stamina and good in them. They will sow and harvest their own crops, which will be sold by another class of boys." Mrs. Cleveland has taken great interest in the farm, and it is evident that to her is due a large part of the credit for its establishment.

### A Famous Constitutional Lawyer.

The career of a noted jurist and constitutional lawyer, Judge Thomas M. Cooley, was recently closed by death at Ann Arbor, Mich. The Cooley family, who were New England Puritans, moved from Massachusetts to Attica, N. Y., and there the future jurist was born in 1824. Being admitted to the bar in 1846 in Adrian, Mich., he soon rose to eminence in the profession. He compiled the general statutes of Michigan in 1857. From 1864 to 1885 he was a justice of the supreme court of the state, for several years being chief justice. During recent years he has been professor of law at the University of Michigan. President Cleveland appointed him a member of the Interstate Commerce Commission. Judge Cooley edited an edition of Blackstone's



JUDGE THOMAS M. COOLEY





[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

E. L. KELLOGG & COMPANY,

The Educational Building,  
61 E. NINTH STREET, NEW YORK.  
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

#### SUBSCRIPTION RATES.

Two DOLLARS and FIFTY CENTS a year in advance. One dollar and twenty-five cents for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

#### ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Commentaries and added valuable notes and other matter to Story's Commentaries on the Constitution.

#### The King of Corea Poisoned.

The king and crown prince of Corea were recently taken ill, and it is supposed they were poisoned. They have since recovered. Eleven courtiers were arrested on suspicion of having been connected with a conspiracy against the king's life.

#### Emperor William's Latest Ambition.

Emperor William II. of Germany has sent invitations to the reformed churches to the inauguration on October 31. of St. Xavier's church at Jerusalem. This is looked upon as a manifestation of Lutheranism under the protection of the Hohenzollerns. Fond of dramatic settings and of glory, the young sovereign, after having tried to play all parts, now poses as the pope of universal Lutheranism. This is by no means a new idea. King Frederick William, of Prussia, first conceived the

idea of the Lutheran caliphate of Jerusalem, three-quarters of a century ago, but the various efforts to establish a foothold there have not been followed by much success. Will this last movement succeed with the help of Abdul Hamid, who is making use of the emperor as the savior of his sick empire?

#### Explorer Peary's Progress.

A letter from Lieut. Peary brought the news that he was at Etah, near the entrance to Smith sound, and expected soon to reach his proposed new camp on the northwest coast of Greenland. So far his plans have prospered. He has taken aboard his steamer, Windward, ten Eskimos, sixty dogs, and the carcasses of sixty walrus, which will supply food for the dogs and natives.

#### The Persian Government's Dilemma.

England and Russia are each seeking to get a foothold in Persia. Not long since the Persian government contracted for a loan of \$6,250,000. Somehow the Russians heard of it and forbade the Persian government to proceed with the operation. Then the Russian government offered to advance a larger amount on the security of the whole of the Persian customs revenues. If England's offer should be accepted, Russia would probably so dispose of her troops as to cut off the whole of the caravan trade that now finds its way to the seacoast at Trebizond by way of Erzeroum, and divert it thru the Caucasus to Poti or Batoum.

#### Over Five Miles Above the Earth.

Next to the highest balloon ascension on record was that made on Sept. 15 at Sydenham, Eng. The balloon was inflated with hydrogen and attained a height of 27,500 feet. The air was so rarefied at 25,000 feet that those in the car were obliged to breathe compressed oxygen by tubes. The temperature was sixty-one degrees below the freezing point.

#### A Statue to Champlain.

The U. S. government sent the cruiser Marblehead to Quebec on Sept. 21 to take part in the ceremony of the unveiling of the statue of the discoverer Samuel de Champlain in that city. Champlain's name lives in that of a great lake, but Quebec has especial reason to remember him. He founded that city 290 years ago, and by his valor for many years kept the savage Iroquois at bay. He also founded Three Rivers, built a fort on Kichelieu island, and in many ways strengthened the French colony. The Marblehead, fresh from her battles in the West Indies, attracted a great deal of attention.

#### How Cervera's Correspondence was Saved.

Before taking his ships out of the harbor at Santiago Admiral Cervera left his correspondence with the government in the care of the archbishop of Santiago, declaring that some time the world should know what had taken place after the squadron left Cadiz. The archbishop, fearing that the documents would fall into the hands of the Americans upon their taking possession of the city, hid them under a flagstone beneath the altar of the cathedral. It is believed that the papers are now in Spain.

#### Reduction of Canadian Postage.

The postage on letters from Canada to Great Britain has lately been reduced from five to three cents. Postmaster-General Mulock will now seek to have the postage within the Dominion reduced from three to two cents. This rate will also, it is understood, apply to letters to the United States from Canada.

#### Mount Yllimani Ascended.

Sir William Martin Conway, the well-known mountain climber, telegraphs from La Paz, Bolivia, that he has successfully ascended Mount Yllimani, which is 22,500 feet above the sea level. He was accompanied by the guides who ascended Mount

St. Elias in Alaska with the duke of Abruzzi in 1897. All suffered from weakness on nearing the summit, but none of the party was injured.

#### Missionaries in China to be Protected.

The Chinese emperor has issued an edict warning officials, Tartar generals, viceroys, and governors that, under pain of heavy penalties, there must be no more anti-missionary riots. He says that the missionaries and their converts must be fully protected.

#### A Spanish Fence as a Telegraph Line.

The barbed-wire fences surrounding Santiago, which proved a hindrance and nuisance for our hard-worked soldiers, had, after all, their advantages. One of the wires of such a fence was sufficiently insulated to allow of telegraphic messages being sent from one army corps to another, a distance of five miles. Thus the Spaniards unwittingly saved the enemy's signal corps the trouble of laying a wire thru a rugged country.

#### A Deadly Foe to Disease.

Prof. Nelson G. Trefry, of Toledo, O., asserts that Cuba, Porto Rico, and other islands can be freed of their death-laden airs by proper systems of drainage and by planting the eucalyptus globulus, or blue gum tree of Australia. This tree is known to scientists as a natural disinfectant; it has made territory that was uninhabitable, on account of germ-laden air and water, perfectly healthful. The tree will thrive in marshes with water from three to five feet in depth.

#### They Must Help Pay the War Tax.

Many agents of foreign insurance companies have been issuing insurance policies without the revenue stamps required by law, holding that as they represented foreign corporations they were not subject to the tax. The commissioner of internal revenue has decided that policies issued by foreign companies on property in this country are taxable the same as those issued by domestic companies.

## Consumption

Will SCOTT'S EMULSION cure consumption? Yes and no. Will it cure every case? No. What cases will it cure then? Those in their earlier stages, especially in young people. We make no exaggerated claims, but we have positive evidence that the early use of

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of Cod-liver oil with Hypophosphites of Lime and Soda in these cases results in a positive cure to a large number. In advanced cases, however, where a cure is impossible, this well-known remedy should be relied upon to prolong life surprisingly.

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It is a wonderful soap that takes hold quick and does no harm.

No harm! It leaves the skin soft like a baby's; no alkali in it, nothing but soap. The harm is done by alkali. Still more harm is done by not washing. So, bad soap is better than none.

What is bad soap? Imperfectly made; the fat and alkali not well balanced or not combined.

What is good soap?

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All sorts of stores sell it, especially druggists; all sorts of people use it.

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### Bullets Found by the Use of the X-rays.

A successful use of the x-rays has been made in the army in India to ascertain the nature of bullet wounds. These included all sorts of wounds in the arm, leg, chest, back, finger, and other parts. In all cases the bullets, by use of the x-rays were successfully removed, the men afterward rejoicing their comrades at the front.

### Report of the Pension Commissioner.

The report of the pension commissioner shows that the number of pensions allowed during the past fiscal year, including the war of 1812 was 56,737, of which 54,852 were for soldiers and 1885 for sailors. The number of pensioners on the rolls June 30, 1898, was 993,714 and the amount paid for pensions during the year was \$144,651,879. This was almost as much as was paid during the entire four years of the Hayes administration.

### Work for the S. P. C. A. in Porto Rico.

One of the things that attracted the notice of Americans when they first landed in Ponce was the way in which the drivers lashed and pounded their little ponies. To their passengers they were almost invariably polite, so there was no fault to find on that score. One was forced to conclude that they were brutal to their beasts because they did not realize that the animals had feeling. There is much work for the Society for the Prevention of Cruelty to Animals in teaching these people to be kind to their horses.

### Bright Outlook for Lake Commerce.

The commerce of the Great lakes is now over four times that of the Suez canal, but it will soon far surpass the present amount, on account of the completion of the new Canadian canal. This will permit vessels 270 feet long with 14 feet draught to reach the Atlantic by way of Montreal and Quebec. Canada has been doing nobly in the way of building canals; our engineers, during the past forty years, have by their work brought down the cost of ore transmission from four mills to a sixteenth of a mill a ton for each mile.

### China Extends the Postal System.

In more than one way China is showing that it is awakening from the stupor of centuries. An edict has just been published extending the postal system thruout the empire and replacing the present system of couriers.

### An Outbreak of Vesuvius.

A dangerous eruption of Mount Vesuvius took place recently. Lava flowed from seven new outlets besides the original crater. The spectacle was finer than any the mountain has presented since 1872.

So threatening did the mountain become that the meteorological observatory, situated 2,200 feet above the sea on the part of the volcano known as Mount Contaroni, was in serious danger. Lava filled Vetrana valley, a deep ravine, and ashes lay several inches thick for a long distance down the sides of the mountain. The faint glow that usually appears at the

## Food Caused Pain

### Catarrh of the Stomach Cured by Hood's Sarsaparilla.

"I was taken sick about a year ago with catarrh of the stomach. At times I would have a ravenous appetite and at other times could not eat. My food caused me excruciating pain. I was running down so fast I had to stop work. My friends urged me to take Hood's Sarsaparilla. I did so and soon began to feel better. The disagreeable symptoms of disease gradually passed away and flesh and strength returned. I owe it all to Hood's Sarsaparilla." MARY L. CUMMINGS, North Brookfield, Mass. Remember

### Hood's Sarsaparilla

Is the best—in fact the One True Blood Purifier. Sold by all druggists. \$1; six for \$5.

cure Liver Ills; easy to take, easy to operate.

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### ORIENTAL CREAM, OR MAGICAL BEAUTIFIER.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin diseases, and every blemish on beauty, and defies detection. On its virtues it has stood the test of 48 years; no other is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A. Sayre said to a lady of thehaut-ton (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmful of all the skin preparations." One bottle will last six months, using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

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None but UNION LABOR shall be employed on any part of the work where said work is classified under any existing Union. Proposals must be made upon special printed forms to be obtained at this office and must be in strict conformity with instructions to bidders printed thereon. All proposals must be inclosed in envelopes furnished for the purpose, properly indorsed; must be sealed and accompanied by a deposit, in accordance with rules of the board.

All proposals must be accompanied by a deposit in the sum of \$100.00. Deposits must be in the form of cash or of certified checks drawn upon some banking institution in good standing doing business in Chicago and made payable to the order of the Business Manager.

No proposal will be received after the hour specified in this advertisement. The board reserves the right to reject any or all proposals or any portion of any proposal submitted.

COMMITTEE ON BUILDINGS AND GROUNDS.  
Chicago, October 8, 1898.

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summit of the mountain was replaced by a vivid tongue of light, colored at times almost like a rainbow. Deep rumblings in the earth were followed by outpourings of lava and ashes. People are flocked from all parts of Europe to see the spectacle.

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The tour will leave New York 8.20 A.M., and Philadelphia 12.20 P.M., Tuesday, November 1, in charge of one of the company's tourists agents, and will cover a period of five days. An experienced chaperon, whose especial charge will be unescorted ladies, will accompany the trip throughout. Round-trip tickets, covering all necessary expenses during the entire time absent, will be sold at the *extremely low rate* of \$25 from New York, \$24 from Trenton, \$22 from Philadelphia, and proportionate rates from other points.

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